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# Whitworth University Catalog 2007-2009

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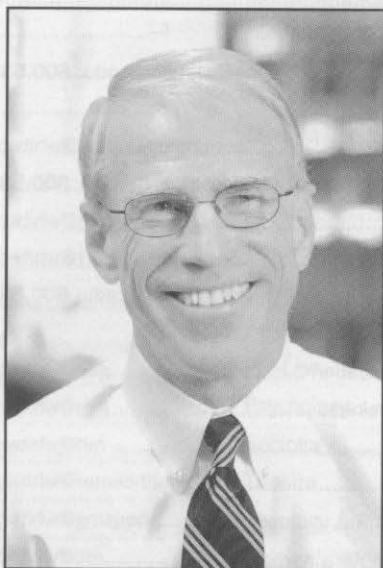
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2007-2009 Catalog  
**WHITWORTH**  
AN EDUCATION OF MIND AND HEART







## President's Welcome

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Welcome to Whitworth University! We hope you have already started to feel the warmth of the Whitworth community. Whitworth is recognized nationally for its integrative curriculum, and this catalog offers a rich menu of learning opportunities. Let me be quick to say that the impact of a Whitworth education depends not only on what we teach, but on how we teach. The "how" of a Whitworth education is relationships: professors pouring themselves into the lives of their students, students learning from students, and all of us learning from each other. That's Whitworth. We hope you will seize the opportunities we offer to learn through relationships – to experience a superior education of mind and heart.

Bill Robinson  
President  
Whitworth University

# E-mail and Telephone Directory

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Whitworth University .....	509.777.1000
Admissions .....	admissions@whitworth.edu; 800.533.4668; 509.777.3212
Adult Degree Programs/	
Continuing Studies .....	continuingstudies@whitworth.edu; 509.777.3222
Alumni/Parent Relations Office.....	alumni@whitworth.edu; 800.532.4668; 509.777.3799
Chaplain's Office .....	chaplain@whitworth.edu; 509.777.4345
Educational Support Services .....	edsupport@whitworth.edu; 509.777.4534
Financial Aid .....	finaid@whitworth.edu; 800.533.4668; 509.777.3215
Graduate Studies Programs	
Graduate Studies in Education .....	gse@whitworth.edu; 509.777.3228
Graduate Studies in Business .....	gsb@whitworth.edu; 509.777.3283
Master in Teaching .....	mit@whitworth.edu; 509.777.3769
Health Center .....	healthcenter@whitworth.edu; 509.777.3259
Housing .....	housing@whitworth.edu; 509.777.3250
International Education Center.....	iec@whitworth.edu; 509.777.4596
Library .....	library@whitworth.edu; 509.777.3260
President's Office .....	president@whitworth.edu; 509.777.3200
Registrar's Office .....	registrar@whitworth.edu; 509.777.3201
Student Accounting Services.....	stuaccts@whitworth.edu; 800.535.4668; 509.777.3791
Student Employment .....	stuemployment@whitworth.edu; 509.777.3272
Student Life .....	studentlife@whitworth.edu; 509.777.3271
Student Loans .....	studentloans@whitworth.edu; 509.777.4323
Whitworth Foundation .....	foundation@whitworth.edu; 509.777.3243

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*This catalog includes information available at the time of publication. However, academic programs and policies must evolve over time. Therefore, Whitworth University reserves the right to change its programs, policies and procedures without prior notice. Readers are advised to consult with the appropriate university department concerning revisions. This catalog does not constitute an agreement between Whitworth University and the student.*

# Contents

Our Mission .....	4	Leadership Studies Program.....	135
Our Heritage .....	4	Mathematics & Computer Science .....	138
Accreditation.....	5	Military Science/ROTC.....	149
The 4-1-4 Calendar.....	5	Modern Languages .....	154
Academic Calendar.....	6	Music .....	164
Educational Principles .....	7	Nursing.....	174
Admissions.....	10	Physics .....	179
Financial Information .....	13	Pre-Engineering .....	182
Financial Aid .....	16	Political Science .....	186
Student Life and Services .....	17	Pre-Law.....	190
Academic Information.....	22	Psychology .....	194
Graduation Information .....	29	Sociology .....	198
Directed Studies .....	34	Theatre.....	204
Undergraduate Programs .....	35	Theology & Philosophy .....	211
Art.....	35	Women's & Gender Studies Program.....	222
Biology.....	47	Adult Degree Programs/ Continuing Studies .....	225
Chemistry .....	55	Graduate Programs .....	234
Communication Studies .....	62	Graduate Studies in Education .....	234
Economics & Business, School of Global Commerce & Management.....	69	Master in Teaching.....	254
Education, The School of.....	80	Graduate Studies in Business .....	259
English .....	94	Master in Business Administration .....	259
English for International Students.....	121	Master in International Management .....	259
General Education/Core .....	105	Administration.....	267
Health Professions, Preparation for .....	107	Faculty .....	269
History .....	110	Board of Trustees .....	276
International Education Center.....	121	Facilities.....	278
Kinesiology & Athletics.....	128	Index.....	281
		Campus Map .....	285

Whitworth University  
300 W. Hawthorne Road  
Spokane, WA 99251  
[www.whitworth.edu](http://www.whitworth.edu)

# Our Mission

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Whitworth University is a private, residential, liberal-arts university affiliated with the Presbyterian Church (U.S.A.). Whitworth's mission is to provide its diverse student body an education of the mind and the heart, equipping its graduates to honor God, follow Christ, and serve humanity. This mission is carried out by a community of Christian scholars committed to excellent teaching and to the integration of faith and learning.

## Our Heritage

---

In 1853, George Whitworth, a minister in the Ohio Valley, set off for the Western frontier to establish a college that would provide "learning of the highest grade." Of the 50 families who joined this mission trek to the Northwest, only Whitworth's made it to Oregon. It was 30 years before he was able to revive his dream of establishing a college.

In 1883, Whitworth founded Sumner Academy in a village of the same name in Washington Territory. Seven years later, the school was incorporated as Whitworth College. The catalog from that year further defined the vision: "It is intended to give both sexes a thorough course of education equal to that of our best Eastern colleges, guarding well the moral and religious life of the students, ever directing them in pursuit of that learning and culture of mind and heart that make the finished scholar. This institution is well fitted for this, being under the control and direction of the Presbyterian Church. While it is denominational, it does not aim to be sectarian, opening its doors to all lovers of truth and learning." In 1899, the college had outgrown the rural community of Sumner and moved to Tacoma. Fifteen years later, when Spokane developer Jay P. Graves offered land in his Country Homes Estates, Whitworth moved once more. In September 1914, classes began in Spokane.

Years of uncertainty followed until President Ward Sullivan brought needed stability in the 1930s. He was succeeded in 1940 by Frank F. Warren, who, during his 23-year presidency, brought Whitworth to its present-day size and scope. The Diamond Jubilee, celebrated in 1965 during the administration of Mark L. Koehler, gave rise to innovative programs — the 4-1-4 calendar, January Term and the Core curriculum.

Edward B. Lindaman, president during the '70s, was a futurist. His leadership team focused on new programs that gained national recognition. Lindaman's successors, Robert H. Mounce and Arthur De Jong, added clarity of mission and an increase in international programs. President William P. Robinson, inaugurated in 1993, has led Whitworth to unprecedented strength and prominence, with record levels of enrollment and retention, significantly expanded facilities and financial resources, and increased national visibility. On July 1, 2007, Whitworth became Whitworth University to clarify its identity as a comprehensive liberal-arts institution with select graduate programs.

Through its history, Whitworth has held fast to its founding mission to provide an education of mind and heart through rigorous and open intellectual inquiry guided by dedicated Christian scholars.

# Accreditation

Whitworth University is accredited by the Northwest Commission on Colleges and Universities, the institutional accrediting body in the Northwest.

The academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code.

The Whitworth Music Department is accredited by the National Association of Schools of Music. Programs in the School of Education are accredited by the National Council for Accreditation of Teacher Education. The Intercollegiate College of Nursing of Washington State University, Eastern Washington University, and Whitworth University is approved by the Washington State Board of Nursing and the Commission for Collegiate Nursing Education. The Whitworth Athletic Training Education Program is nationally accredited by the Commission on Accreditation of Athletic Training Education.

Whitworth is also a member of the Association of American Colleges, the Association of Presbyterian Colleges and Universities, and the Council for Christian Colleges and Universities. It is on the approved list of the National Council on Church-Related Colleges.

In its 2007 America's Best Colleges Guide, *U.S. News & World Report* ranked Whitworth fifth among 123 master's-level colleges and universities in the West. *U.S. News* ranked Whitworth third in its 2007 "Best Values" rankings, which consider both academic quality and cost. The university is affiliated with the Synod of Alaska-Northwest of the Presbyterian Church (U.S.A.).

## The 4-1-4 Calendar

In 1969, Whitworth became one of the first educational institutions in the country to adopt the 4-1-4 academic calendar. This calendar is favored by many liberal-arts colleges and universities due to its flexibility and potential for innovative short-run and off-campus courses.

Whitworth's fall semester begins in early September and ends with Christmas Break. During Jan Term, students take one intensive course. Many students participate in internships, independent studies, or study-abroad programs during this month. Whitworth has also developed a number of tuition-reciprocity agreements with other colleges and universities on the 4-1-4 calendar; these agreements allow students to experience another college or university during January without upsetting tuition or financial-aid arrangements. The spring semester begins in early February and ends in mid-May. A 12-week period of summer instruction is also offered in varied formats, from weekend workshops to six-week traditional lecture courses.

# Academic Calendar

## 2007-08

### Fall Semester

Saturday	Sept. 1	Residence Halls Open at 10 a.m. for New Students
Monday	Sept. 3	Residence Halls Open at 10 a.m.
Tuesday	Sept. 4	Advising and Registration
Wednesday	Sept. 5	Day and Evening Classes Begin
Friday-Monday	Oct. 26-29	Fall Break
Wednesday-Friday	Nov. 21-23	Thanksgiving Vacation
Monday	Nov. 26	Classes Resume
Tuesday-Friday	Dec. 11-14	Final Examinations
	Dec. 15-Jan. 6	Christmas Break

### January Term

Sunday	Jan. 6	Residence Halls Open at 1 p.m.
Monday	Jan. 7	Classes Begin
Monday	Jan. 21	Martin Luther King, Jr., Holiday
Tuesday	Jan. 29	Last Class Day

### Spring Semester

Monday	Feb. 4	Residence Halls Open at Noon
Monday	Feb. 4	Advising and Registration
Monday	Feb. 4	Evening Classes Begin
Tuesday	Feb. 5	Day Classes Begin
Monday-Friday	March 24-28	Spring Break
Tuesday-Friday	May 13-16	Final Examinations
Saturday	May 17	Graduate Commencement
Sunday	May 18	Undergraduate Baccalaureate and Commencement

### Summer School Dates to Be Announced

## 2008-09

### Fall Semester

Saturday	Aug. 30	Residence Halls Open at 10 a.m. for New Students
Monday	Sept. 1	Residence Halls Open at 10 a.m.
Tuesday	Sept. 2	Advising and Registration
Wednesday	Sept. 3	Day and Evening Classes Begin
Friday-Monday	Oct. 31-Nov. 3	Fall Break
Wednesday-Friday	Nov. 26-28	Thanksgiving Break
Monday	Dec. 1	Classes Resume
Tuesday-Friday	Dec. 9-12	Final Examinations
	Dec. 13-Jan. 4	Christmas Break

### January Term

Sunday	Jan. 4	Residence Halls Open at 1 p.m.
Monday	Jan. 5	Classes Begin
Monday	Jan. 19	Martin Luther King, Jr., Holiday
Tuesday	Jan. 27	Last Class Day

### Spring Semester

Monday	Feb. 2	Residence Halls Open at Noon
Monday	Feb. 2	Advising and Registration
Monday	Feb. 2	Evening Classes Begin
Tuesday	Feb. 3	Day Classes Begin
Monday-Friday	March 23-27	Spring Vacation
Tuesday-Friday	May 12-15	Final Examinations
Saturday	May 16	Graduate Commencement
Sunday	May 17	Undergraduate Baccalaureate and Commencement

### Summer School Dates to Be Announced

*Note: The Whitworth Adult Degree and Graduate Studies in Business programs operate on a different academic calendar than the rest of the university. For the most up-to-date adult-degree calendar information see [www.whitworth.edu/continuingstudies/courseschedule.htm](http://www.whitworth.edu/continuingstudies/courseschedule.htm).*



# Educational Principles

For more than a century, Whitworth's vision has been the pursuit of intellectual and spiritual development. Through decades of change, this fundamental purpose has remained firmly centered in the person of Jesus Christ. Our understanding of Christ is based on Scripture, the inspired and trustworthy record of God's self-disclosure and our final rule for faith and practice. As a university affiliated with the Presbyterian Church (U.S.A.), Whitworth stands within the historic Reformed tradition. Believing that God is the ultimate source of all truth and is to be loved with "all our mind and heart," Whitworth embraces freedom of inquiry and the unhindered pursuit of truth. Therefore, we equip our diverse student body to honor God, follow Christ and serve humanity, working for redemption and healing in a broken world.

Whitworth's educational principles are grouped broadly into three categories: the knowledge that students will gain, the skills they will need to work effectively in the world, and the faith and values that our community seeks to reflect. These principles are interdependent; together they reflect an institution-wide commitment to provide a Whitworth education in which faith, learning and living are purposefully integrated.

## Knowledge

Whitworth's educational mission is fulfilled through instruction and mentoring by Christian faculty and staff. Informed by their disciplines, which they attempt to view thoughtfully through eyes of faith, faculty members encourage students to know themselves, the world, and the nature of their responsibility to God and to creation. Specifically, we are committed to providing our students with the following:

### **A solid grounding in the liberal arts and sciences**

We want our students to know the methods, assumptions and content areas of at least one discipline, and to understand interdisciplinary themes and connections. We are also committed to helping our students to appreciate intellectual and aesthetic traditions throughout the world and to understand challenges to those traditions.

### **An understanding of Christian faith and its implications for liberal-arts learning**

As an educational community open to a wide variety of voices, Whitworth is shaped by a theological heritage that examines the implications of faith for what is known and strives to understand the limits as well as the importance of rational knowledge.

## Skills

We are committed to preparing students to pursue fulfilling careers and make an effective contribution to the common good; this is a challenging task in a rapidly changing world that is technologically, culturally and intellectually complex. We equip students for meaningful vocations by developing the following abilities:

### **Intellectual skills**

We are committed to developing the capacity for critical thinking, ethical decision-making, problem-solving and creative expression. We also aspire to build skills in computation, quantitative analysis and responsible use of technology.

### **Relational skills**

We encourage reflection, self-understanding, and the ability to relate well within and across cultures. We are likewise committed to developing in our students the capacity to communicate with empathy and effectiveness, including skills of listening, speaking and writing.

### **Professional skills**

We equip students with the technological literacy and other skills appropriate to their chosen areas of study and essential to their professional contributions to society. We encourage thoughtful career choices and lives of meaningful service.

## Faith and Values

A Whitworth education is grounded in commitment to Christ and His teachings by faculty and staff members who embrace a variety of Christian traditions. We offer Christian perspectives on learning, and we support development of character that relates faith to life's most central issues. These include the following:

### Response to God

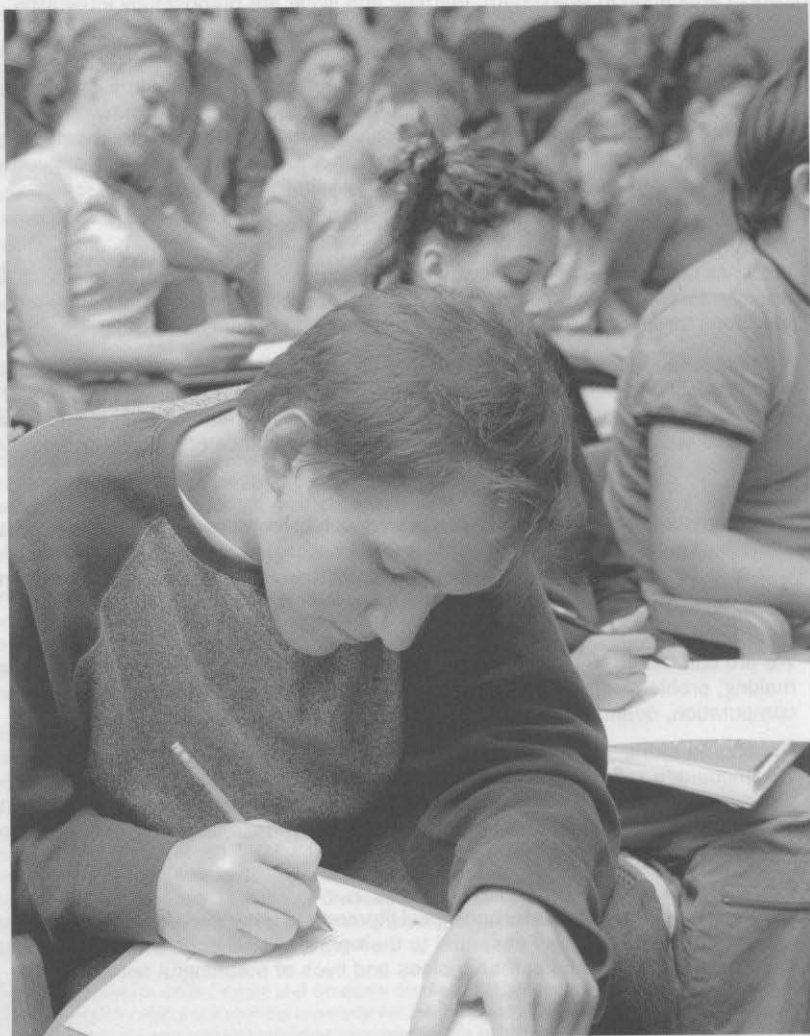
We encourage serious consideration of commitment to Christ, the gospel and the church, and to living as an act of worship and gratitude to God.

### Relationship to others

We encourage the development of character virtues (including compassion, humility, honesty and courage) in intellectual pursuit, as in all of life. We want our students to think and act ethically, and to embrace responsible citizenship and service.

### Stewardship of creation

We encourage exploration and appreciation of the complex nature of life, responsible care for the natural world, and commitment to human health and well-being.





# Academic Majors and Programs

## Undergraduate

Accounting (B.A.)  
American Studies (B.A.)  
Applied Physics (B.A.)  
Areas of Concentration (B.A., B.S.)  
Art (B.A.)  
Arts Administration (B.A.)  
Athletic Training (B.A.)  
Biology (B.A., B.S.)  
Biophysics (B.S.)  
Business Management (B.A.)  
Chemistry (B.A., B.S.)  
Communication (B.A.)  
Community Arts  
Community Engagement and Transformation  
Computer Science (B.A., B.S.)  
Cross-Cultural Studies (B.A.)  
Dance  
Economics (B.A.)  
Education (Elementary, Secondary, Special Education)  
Elementary Education (B.A.)  
Engineering (3-2)  
Engineering Physics (B.S.)  
English (B.A.)  
French (B.A.)  
German  
Health, Fitness, Physical Education (B.A.)  
History (B.A.)  
International Business (B.A.)  
International Studies (B.A.)  
Journalism and Mass Communication (B.A.)  
Leadership Studies  
Liberal Studies (B.L.S.)  
Marketing (B.A.)  
Mathematics (B.A., B.S.)  
Medieval and Early Modern Studies  
Music (B.A.)  
Music Education (B.A.)  
Nursing (B.S.)  
Organizational Management (B.A.)

Peace Studies (B.A.)  
Philosophy (B.A.)  
Physics (B.A., B.S.)  
Political Science (B.A.)  
Pre-Chiropractic  
Pre-Dentistry  
Pre-Engineering  
Pre-Law  
Pre-Medicine  
Pre-Med Tech  
Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Veterinary  
Psychology (B.A.)  
Quantitative Analysis (B.A.)  
Sociology (B.A.)  
Spanish (B.A.)  
Speech Communication (B.A.)  
Theatre (B.A.)  
Theology (B.A.)  
Women's Studies

## Graduate

Master in Teaching  
Master of Arts in Teaching  
Master of Education, Elementary or Secondary Education  
Master of Education in Guidance and Counseling  
Master of Education in School Administration  
Master of Business Administration  
Master of Business Administration in International Management  
Master of International Management

# Admissions

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[www.whitworth.edu/admissions](http://www.whitworth.edu/admissions)  
[admissions@whitworth.edu](mailto:admissions@whitworth.edu)

Whitworth considers for admission students who demonstrate strong academic promise to compete in a rigorous program combined with a meaningful student-life experience. Students are selected from those applicants who prove by scholastic achievement, measured aptitude and other personal traits their ability to succeed at Whitworth. A college-preparatory curriculum is recommended for entrance, and the relative strength of one's academic performance is strongly considered.

Whitworth admits students without regard to age, race, color, religion, national origin, sex, marital status or disability.

## Applying for Admission

### Freshman Application Process

#### Application

You may submit an application either online at [www.whitworth.edu/apply](http://www.whitworth.edu/apply) or by submitting the appropriate form. All freshmen should complete all sections of the Whitworth University Application for Admission. The Washington State Common Application can be used; however, additional information will be required. Either form should be submitted to the Whitworth University Office of Admissions. No application fee is required to submit an application form.

#### Academic Recommendation Form

Please print this form from our website and give it to your high-school counselor, who will mail it with your official high-school transcript directly to the Whitworth Office of Admissions. Website: [www.whitworth.edu/apply](http://www.whitworth.edu/apply).

#### Entrance Exams

Freshman applicants are not required to submit standardized test scores with their application for admission. SAT I and/or ACT scores can be submitted if the freshman applicant chooses to have the scores considered in the admission process. Test scores are required to qualify for the Mind and Heart Academic Scholarship, the Presidential Academic Scholarship, and the Trustee Academic Scholarship. Please see our website ([www.whitworth.edu/admissions](http://www.whitworth.edu/admissions)) for a complete explanation of our test-optional admission policy.

### Transfer Application Process

Transfer students should use the Whitworth University Application or the Washington State Common Application and submit official college transcripts from each college attended. In addition, a letter of recommendation is required and should be submitted to the Whitworth Office of Admissions. No application fee is required. College/university students with fewer than 30 semester hours or 45 quarter hours of transferable credits will be required to submit their high-school transcripts.

### International Student Application Process

Qualified students who are not citizens or permanent residents of the United States are encouraged to apply for admission. International students should complete the International Student Application (Available online at [www.whitworth.edu/apply](http://www.whitworth.edu/apply)) and submit it to the Whitworth Office of International Admissions. No application fee is required. Students should include with their application an official guarantee of funds (in the form of an official letter of sponsorship and an official bank statement showing funds available), academic transcripts, certified English translations of all transcripts and the official results from a Test of English as a Foreign Language (TOEFL) exam. A TOEFL score of at least 79 iBT is required; 88 iBT is preferred. For further information, write or call the Whitworth Office of International Admissions. Apply before March 15 to be considered for fall admission, and before Oct. 1 to be considered for spring admission.

# Adult Degree Programs/Continuing Studies

See Page 225

## Evaluation and Acceptance

Each application is carefully reviewed before the admission committee grants a potential student admission to the university. Grade-point average, test scores (optional), class rank, course pattern, quality of written application, extracurricular participation and leadership are all considered in the admission-decision process.

### Early-Action Option

If, after reviewing the possible options, you decide that Whitworth University is your first choice, you may apply for early-action admission. Early action is generally for students with above-average achievement and aptitude, and is reserved for students who identify Whitworth University as their first choice. Early-action candidates will receive preferential treatment in the processing of class pre-registration and campus housing. Early-action candidates must follow the timetable below:

Application materials due .....	Nov. 30
Notification of decision by .....	Dec. 20
Enrollment deposit (\$350) due .....	Jan. 31
(The enrollment deposit is non-refundable after May 1.)	

### Regular Admission Option

The Whitworth University Application for Admission or the Washington State Common Application must be completed and submitted with the proper credentials as outlined in the section "Application Process." Whitworth has a preferred application date of March 1 for freshmen and June 1 for transfer and international students. In order for Whitworth to accept the offer of admission, the applicant is required to submit a \$350 enrollment deposit (\$200 tuition deposit, \$100 housing deposit and \$50 matriculation fee). This enrollment deposit will hold the student's place in the new class and is non-refundable after May 1.

### Preferred Application Dates

March 1	(freshmen)
June 1	(transfers)

All admitted students are required to submit a final high-school transcript to the admissions office upon completion of high school. Official transcripts are also required for coursework completed at any college or university.

## Honors Admission

Applicants who have an outstanding academic record may be selected for Whitworth's Honors at Entrance Program. This program consists of an enhancement of the curriculum with select honors options, and, for the first semester, membership in the Laureate Society with the opportunity to enroll for two additional credits beyond the normal full-time load at no additional cost. Details of the program are forwarded to qualified applicants upon acceptance.

## Advanced Credit

Whitworth University grants credit for scholarship demonstrated by certain scores/grades in Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB). Please refer to Page 27 for details, or contact the office of the registrar. A maximum of 32 semester credits (sophomore standing) may be granted in alternative course credit.

## **Running Start Policy**

High-school students with Running Start credits at the time of application are considered first-time freshmen as long as they attempt no university-level coursework after high-school graduation. Running Start students must meet freshman-application deadlines and Whitworth's freshman-admission standards. Running Start credits are accepted as transfer credits based on the receipt of official academic transcripts from the community colleges attended. Courses in which a student has received a grade lower than "C-," vocational/technical courses, non-college-level courses, and incomplete courses are not transferable. A maximum of 64 semester credits (96 quarter credits) may be transferred from the community college.

## **Deferred Admission**

Students may apply for admission during any given year, and, if admitted, can defer their admission and attendance at Whitworth for two semesters. If a student must delay longer than the two semesters, s/he must submit a new application for admission. Deferral is granted on a case-by-case basis.

## **Admission of Part-Time Students**

Students enrolled for fewer than 12 semester credits are considered part time. The part-time-student classification can be on a credit or audit basis. Students seeking an undergraduate degree on a part-time basis (usually through courses taken in the evening) should contact the Whitworth Office of Continuing Studies for information on degree options and admission procedures. Students interested in graduate degrees in education (master of education, master of arts in teaching) should contact the appropriate graduate office for admission procedures, catalogs and financial information. Those interested in the master's degree in teaching should contact the School of Education. Students seeking a master's degree from the School of Global Commerce & Management's MIM Program or MBA Program should contact the director. Part-time students not seeking a degree from Whitworth are not required to complete the formal admission process; they may register directly through the registrar's office.

## **Campus Visits and Interviews**

One of the best ways to discover how a university meets your individual needs is through a campus visit. A personal interview is not generally required for admission; however, one is recommended. This can be accomplished during a visit to the campus. In addition, the visitor will have the opportunity to tour the campus, sit in on classes, and meet with faculty, staff and coaches. If an applicant wishes to experience a night on campus in one of our residence halls, arrangements can be made through the Whitworth Office of Admissions. We request two weeks' advance notice in order to ensure the most enjoyable and rewarding visit. The admissions office is open for appointments Monday through Friday from 8 a.m. to 4:30 p.m.

# Financial Information

## Costs and Fees

Whitworth University is an independent institution and, like most such institutions, receives minimal support from public funds. Each student is charged tuition and fees that cover approximately three-fourths of what it costs the university to provide its services. The balance of these costs is met by income from the endowment and by gifts from trustees, alumni and other friends of the university. All details for payment of current charges must be finalized before students enroll for classes. Payment in full is due at the beginning of each semester. Students and their parents may also choose to use the monthly payment option that spreads payments over a four-month period each semester (August-November for fall, January-April for spring).

### Costs for the 2007-08 academic year

Tuition	\$25,382
Room and Board	\$ 7,294
Associated Student Body Fee	\$ 180
Hixson Union Building Fee	\$50
<hr/>	
Total	\$32,906

A full-time academic load is 12 to 17 semester credits in the fall and spring semesters and three to five semester credits in Jan Term.

Room and board charges do not cover regular university vacation periods. In addition, only students registered for on-campus classes may utilize room and board during Jan Term. The above rate provides for a double room and 21 meals per week. Several other "meals-per-term" plans are available. Students in private rooms pay approximately 36 percent additional room rent.

All full-time students are required to be covered by Plan I Accident/Medical Insurance. The cost for this insurance is \$40 per term or \$80 per year. This plan has a maximum benefit of \$5,000 per student.

All full-time undergraduate students are required to carry medical insurance. The university offers a medical insurance plan that has a \$10,000 benefit limit. The cost for this insurance is \$220 per year. If a student has other insurance, s/he may waive the Whitworth insurance by providing a waiver card to the Whitworth Student Accounting Services Office by the first week of classes. The institution's insurance coverage is provided by a secondary carrier and will pick up deductibles for other insurance plans.

All international students are required to participate in the university's international insurance plan. The premium for the international medical insurance is \$654 per academic year and includes mandatory accident, basic health, and international major medical. All international students, including undergraduate and graduate students, must have insurance to meet visa requirements. Part-time and graduate students must also pay the Whitworth Health Center access fee of \$90 per year.

Additional expenses for books, supplies, personal items and transportation will vary with each student and are a necessary consideration when planning total costs. Financial-aid disbursements will arrive after the term has started; they should not be considered when a student is planning initial expenses.

Since fees are published several months in advance of the academic year, the Whitworth University Board of Trustees reserves the right to change this fee structure as necessary from year to year.



## Miscellaneous Costs (2007-08)

### Part-Time Day School

For students enrolling in less than a full-time academic load, tuition is charged by semester credit.

Per semester credit.....\$1,060

### Excess Semester Credits

For semester credits in excess of 17 semester credits, fall and spring semesters, five credits Jan Term.

Per semester credit.....\$687

### Audit Fee

Per semester credit.....\$530

### Undergraduate Evening College

Per semester credit.....\$265

(up to eight semester credits)

Audit-only, per semester credit .....\$135

(permission required)

Accelerated-format courses, per semester credit .....\$412

(includes books and course materials, not available to audit)

### Bachelor of Liberal Studies Degree Program,

per semester credit.....\$395

(nine or more credits per semester and day courses only)

Graduate program rates are included in the specific program bulletins.

### Special Courses/Fees

Several courses (in art, physical education and music, among others) carry special fees to cover extra costs. These classes and their fees are listed in the course schedule for each semester.

Graduation fee .....\$50

### Transcript Fee

\$5 first transcript (transcripts and diplomas are released only when all financial accounts are current).

A more detailed list of miscellaneous fees is available from the Whitworth Student Accounting Services Office. All fees are subject to change without notice.

Fees for off-campus and international study programs vary according to the program. For additional information, check with the Whitworth Office of Off-Campus Study Programs.

## Tuition and Fees Refund Policy

All refunds must be claimed through proper application to the Whitworth Student Accounting Services Office. Students must secure the forms from the registrar's office for class drops and withdrawals. The refund withdrawal date will be established by the form's receipt date, recorded by the registrar's office.

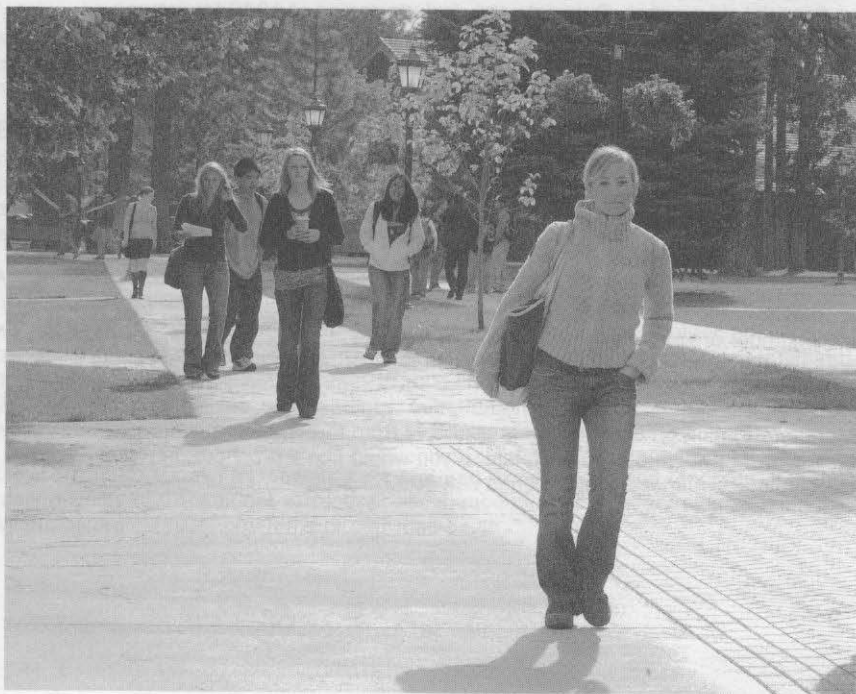
The published refund schedule is available in the student accounting services office. Withdrawal and refund schedules for graduate and non-traditional undergraduate degree programs are available in the student accounting services office.

A student who officially drops or withdraws from classes during the course of the term is eligible for an adjustment of charges as follows:

<b>Withdrawal/Drop</b>	<b>Refund</b>	<b>Applicable to</b>
First week	100 percent	Tuition and fees, room and board
Second week	90 percent	Tuition and fees, room and board
Third week	80 percent	Tuition, no fees, room and board
Fourth week	60 percent	Tuition, no fees, room and board
Fifth week	40 percent	Tuition, no fees, room and board
Sixth and seventh week	25 percent	Tuition, no fees, room and board
Eighth week	0 percent	Tuition, no fees, room and board

## Withdrawal from Whitworth University

In order to avoid charges to his/her student account, it is the student's responsibility to notify the registrar's office regarding withdrawal or cancellation of enrollment from Whitworth University before the beginning of the term. All withdrawals or cancellations made after the beginning of the term must follow the withdrawal process in the registrar's office. Refund calculations will be made as outlined above.



# Financial Aid

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[www.whitworth.edu/financialaid](http://www.whitworth.edu/financialaid)  
[finaid@whitworth.edu](mailto:finaid@whitworth.edu)

Whitworth is committed to assisting students and their families to obtain the necessary resources to attend the university. Many students and their families qualify for financial assistance through our financial-aid programs. More than 90 percent of our full-time undergraduate students receive financial assistance. Financial-aid awards often consist of grants or scholarships, as well as student loans and work-study. Financial-aid funding is provided by Whitworth University, the federal government, the state of Washington and private donors.

## **To be considered for financial aid at Whitworth, the student should take the following steps:**

1. **Apply for admission.** A financial-aid award will be prepared only after a student has been admitted to the university.
2. **Submit the Free Application for Federal Student Aid (FAFSA)** to the federal processor. Students should designate on the FAFSA that they want their application information sent to Whitworth (code #003804). Applications should be submitted as soon after Jan. 1 as possible. We give priority consideration for funding to those students who are admitted and who submit the FAFSA to the processor by March 1. Applications after March 1 are still welcome, but less aid may be available.
3. **Receive valid processed FAFSA results.** Once these results are received and the student has been admitted, the Whitworth Financial Aid Office will review the application and send a Financial Aid Award Notice notifying the student of the types and amounts of aid s/he will be eligible to receive. The award may be estimated if additional information is needed to determine a student's exact eligibility. Therefore, estimated awards are subject to change once complete information is received. A student may accept the award in total or in part.
4. **Respond promptly to requests for additional information** required to complete the financial-aid process. Requests may include copies of 1040 tax returns.
5. **Notify the Whitworth Financial Aid Office of any changes** in the family's financial status or receipt of increased resources, including outside scholarships.
6. **Maintain satisfactory academic progress.**

## **Maintaining Satisfactory Progress for Financial Aid**

The normal load for full-time undergraduate students is 12 to 17 semester credits in the fall and spring semesters and three to five semester credits in Jan Term. Registration for less than a full-time load will prevent a student from receiving certain forms of financial aid.

A student must average 31.5 credits per year in order to graduate in four years. The total number of semester credits required for graduation is 126. The maximum allowable time for a financial-aid recipient to complete a degree and receive aid is five-and-a-half years.

More information on financial aid is available from the Whitworth Financial Aid Office, or at [www.whitworth.edu/financialaid](http://www.whitworth.edu/financialaid). If you would like a brochure, or if you have any questions about financial aid, please call 800.533.4668.



# Student Life and Services

Taking seriously the vision of George Whitworth to provide "an education of mind and heart," the Whitworth Student Life Division participates in the educational mission of the university by viewing all aspects of life on campus as a laboratory for learning. We continue this tradition because we believe that this commitment to building character and cognitive skills reflects scriptural principles and community values; we also believe that this "whole-person" approach to learning is educationally effective.

The student-life division offers numerous services designed to support learning in all areas of life. Health-center and counseling programs are available, as are career/life advising services, and support networks for students from around the world and for multicultural students who represent diverse U.S. ethnic backgrounds. In addition, an active student-activities program is offered to enhance learning, encourage fun and build connections within the Whitworth community.

## The Chapel Program

Whitworth enthusiastically embraces its call to equip students to honor God, follow Christ, and serve humanity. The activities and programs sponsored by the chapel are designed to help students deepen their relationship with Jesus Christ and their understanding of the Christian faith. It is the special responsibility of the Whitworth Chaplain's Office to provide students with opportunities for worship, personal growth, the building of Christian community, and mission and service. Working each semester with a student-leadership team of small-group coordinators, the chaplains choose a biblical theme or book to explore in weekly chapel services, in the university's extensive peer-led small-group program, and at the fall retreat. These are some of the many opportunities extended to the Whitworth community to encourage a growing commitment to Christ; they are open to all students.

## Campus Housing

All students are required to live on campus during their freshman and sophomore years (a total of four housing terms) unless they reach 22 years of age before completing the sophomore year or finishing the four housing terms. Exemptions must be processed using the Residency Requirement Waiver Request, available at [www.whitworth.edu/housingrequirement](http://www.whitworth.edu/housingrequirement) or from the housing office in student life.

## Educational Support Program

Whitworth is committed to providing equal opportunities to all academically qualified students. Resources are available to assist with learning and physical disabilities. Our policy is to ensure all students reasonable accommodation in the admissions process and in their programs of study and activities.

Academic requirements may be modified as necessary to ensure that Whitworth does not discriminate against students with disabilities, as long as accreditation of classes will not be at risk. These modifications shall not affect the substance of the educational programs nor compromise educational standards; nor shall they intrude upon legitimate academic freedom. Modifications may include changes in length of time permitted for the completion of degree requirements, substitution of specific courses, and other adaptations that may be needed.

Legal documentation of all disabilities is required for services to be rendered. It is the responsibility of the student to request accommodation or auxiliary aids at least 16 weeks before classes, programs or activities begin.

Reasonable accommodations and auxiliary educational services that are not precluded by undue hardship to the institution may be requested through the Whitworth Educational Support Office in career services. The use of tape recorders, Brailers, guide dogs or other adaptive devices in the classrooms or campus buildings is permitted. Auxiliary services may include, but are not limited to, the following:

- referral to appropriate on- or off-campus resources, services or agencies
- registration assistance
- note-taking services
- academic and tutorial services
- testing accommodations
- arrangements for special auxiliary aids, including taped texts, large-print materials, or interpreters
- disability parking

## **Associated Students of Whitworth University**

Associated Students of Whitworth University is the university's student governance and programming component. All full-time undergraduate students are members of ASWU. Elected leaders represent students from each living area and from off campus by providing information to, and obtaining information from, students about all university policies and about curricular and extra-curricular programming. ASWU student leaders provide a vital communication link between students and faculty, staff and administration.

## **Athletics**

Whitworth Athletics, affiliated with the National Collegiate Athletics Association (NCAA) at the Division III level and a member of the Northwest Conference (NWC), offers 20 varsity sports. Men can participate in football, tennis, soccer, baseball, cross-country, indoor/outdoor track & field, basketball, swimming, and golf. Women's sports include volleyball, tennis, soccer, softball, cross-country, indoor/outdoor track & field, basketball, swimming, and golf. Whitworth also offers a strong intramurals program, which is available to the entire student body.

A commitment to excellence is the hallmark of Whitworth Athletics. Over the past 15 years, more than 125 Whitworth athletes have received All-America recognition and more than 100 have been named to the Academic All-America Team. During the same period, two Whitworth coaches received national-coach-of-the-year honors and more than 40 were named Northwest Conference Coach of the Year. Whitworth won the NWC's McIlroy-Lewis All-Sports Trophy, which measures a program's overall excellence and consistency, in 2004-05, and was runner-up in 2005-06.

Whitworth's mission as a Christian liberal-arts university is emphasized in its athletics program: Student-athletes are encouraged to participate fully in the academic, spiritual and social life of the campus, and Whitworth coaches are chosen for their effectiveness as teachers and mentors as well as for their athletic knowledge and ability. We at Whitworth take great pride in the athletic accomplishments of our students, and we strive to equip our student-athletes to excel in sports, in academics, and in life.

## **Career Services/Student Employment**

The Whitworth Career Services Office assists students in the identification of their unique talents and gifts, in the exploration of vocational interests, and in their preparation for entry into the world of work. The career services staff offers students access to computerized interest inventories, major-choice workshops, career-related seminars, internships, employment/job fairs and individualized career counseling. Extensive Internet and library resources are available for research in majors, career aptitude, employers, job-search strategies and graduate/professional schools. The student employment office assists Whitworth students in obtaining part-time employment to help them meet their expenses. Student job postings are available in the student employment office, or at [www.whitworth.edu/careerservices](http://www.whitworth.edu/careerservices).

## **Behavior Policies**

### **Sexual Harassment**

Whitworth University has a clearly defined policy, which applies to all campus constituencies, prohibiting all forms of sexual harassment.

For the purposes of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or academic decisions affecting such individuals; or (3) such conduct has the purpose or effect of interfering with an individual's work or academic performance or creates a demoralizing, intimidating, hostile or offensive working or academic environment.

If you believe there has been a potential violation of this policy, refer to the Whitworth Student Handbook section on Community Values and Behavioral Expectations. More information is available in the office of the associate dean of students, in student life.

### **Classroom Behavior**

Students and faculty are expected to demonstrate civility, understanding and mutual respect for each other in the classroom. The faculty handbook states faculty should "demonstrate respect for students as individuals and adhere to their proper role as intellectual guides and counselors." Likewise, students should demonstrate respect for faculty and student peers in all academic settings, and contribute positively to the learning environment. Disruptive classroom behavior will not be tolerated. Disruptive behavior may include, but is not limited to, threatening or abusive language or behavior, making unreasonable demands on faculty for time and attention, erratic and/or irrational behavior, continually speaking without being recognized, other verbal or behavioral expressions that interfere with the classroom environment, bringing unregistered persons to class without the permission of the instructor, and persistent disruptions including inappropriate computer use, ringing electronic devices, etc. If a student exhibits disruptive classroom behavior the faculty member should confront the student, clearly identify the disruptive behavior, and require that the behavior not continue. A faculty member may at any time remove a student from the classroom for disruptive behavior. A faculty member, in consultation with the department chair or program director, may develop a classroom behavioral contract outlining classroom behavior expectations and consequences for not meeting expectations, or may refer a disruptive student to the associate dean of instruction. The associate dean of instruction will meet with any student who is referred, or who continues to disrupt the learning environment. Students may be placed on behavioral probation or suspension based on the nature of the disruption. Behavioral suspension may include suspension from one or more classes for the duration of the current term, or for a longer period.

### **Behavioral Probation and Suspension**

Students may be placed on behavioral probation on the basis of their cumulative record of behavioral policy violations, violation of civil law, or other behavior that has the potential to place any members of the Whitworth community (including the offender) in jeopardy.

Behavioral probation consists of a contract between a student and the university specifying behavioral criteria for continued enrollment. Any violation of these criteria on the part of the student may result in behavioral suspension. The decision to place a student on behavioral probation is made by the dean of students or her/his designee.

Behavioral suspension includes suspension from classes as well as from all other Whitworth facilities and services, and it may be imposed at any time that behavior warrants such action.

The decision to suspend a student on behavioral grounds is made by the dean of students or her/his designee. If a student feels that there are mitigating circumstances,

s/he has until 5 p.m. of the business day following the notice of the suspension decision to file a written request for appeal with the Educational Review Board, through the board chair.

Implementation of these policies, including the appeal process, is regulated by the Student Bill of Rights, Section V, as printed in the Student Handbook. Continuing-studies students should refer to the Whitworth Continuing Studies Student Handbook.

## **Rules and Regulations**

It is Whitworth's expectation that each student will follow university rules and regulations as stated in the catalog. In instances where no appeal procedure is spelled out and the student believes that a special set of circumstances makes appeal reasonable, he or she may appeal to the vice president for academic affairs or the vice president for student life, depending upon the situation. The vice president will either render a decision on the appeal or refer the student to the proper office for a decision.

## **Academic Services**

### **Academic Advising**

Each student is assigned a faculty advisor. First-year students are assigned a specifically designated freshman advisor. Following the freshman year, each student selects an advisor whose academic specialty corresponds with the student's area of academic interest.

The advisor is the main link between the student's academic program and other resources of the university and, as such, plays an important role in each student's personal and academic development. Students are encouraged to discuss educational objectives as well as personal goals and problems with their advisors. While Whitworth makes every effort to assist students through the academic-advising system, the final responsibility for meeting all academic and graduation requirements rests with the student.

### **Library**

Harriet Cheney Cowles Memorial Library, at the heart of the campus, is home to the Whitworth Division of Information Resources, which encompasses campus information systems and instructional-technology and media services, as well as library collections and services. The facility houses four general-purpose computer labs that complement the many special-purpose labs around campus. It is also home to the Whitworth Writing Center.

Library collections comprise more than 210,000 books, periodical volumes, volume-equivalents on microfilm, recordings, and audiovisual or digital media. Archives document the history of Whitworth and of Protestantism in the Pacific Northwest through extensive collections of original records. The library also serves as the gateway to vast resources beyond its walls, via interlibrary loan through its participation in several national and regional library networks, and via high-speed Internet to an immense virtual collection of online information sources. The latter includes more than 110 subscription databases accessible to registered students from any on-campus computer, and, in most cases, from any Internet-linked computer. Visit the library's home page at [www.whitworth.edu/library](http://www.whitworth.edu/library).

### **Instructional Resources**

Instructional resources provides operation and support services for the campus computer labs, the Blackboard course-management system, classroom technology, and instructional-technology and media services. Four computer labs located in the library, in addition to satellite computer labs located in several departments, provide more than 230 computers for students. The Blackboard course-management system provides students with web-based access to course materials and resources. Classrooms are equipped with computers and projection equipment, providing faculty and students with access to networked files and the Internet. ITMS provides audiovisual resources for students and faculty, including access to video and audio viewing/listening stations, satellite-programming access, audio and video duplication services, and instructional-technology support and production. The university provides the opportunity



for all on-campus residents to connect their personal computers to the campus network from their rooms. Wireless access to the network is also available to students, faculty, and staff across the campus. Off-campus students may also connect to the university network via VPN access.

### **Learning Resource Center (Study Skills)**

Study-skills assistance is offered through this office, located in career services. The Whitworth Learning Resource Center provides individualized academic counseling and effective study-skills instruction in many areas, including time-management, note-taking and test-taking strategies, and stress management. Tutors are also available in most departments to offer small-group and individualized assistance. Tutoring-session schedules are posted within participating departments. There is no charge for these services for full-time students.

### **Writing Center**

The Whitworth Writing Center offers student writers assistance with any step of the writing process. Student and faculty consultants who represent several departments are available Sunday through Friday. Students may make appointments or stop by to talk about their ideas for papers, to work on development and organization, or to discuss editing concerns. This valuable resource is centrally located in the room with the curving glass-block wall at the top of the stairway in the library. Visit the writing center's home page at [www.whitworth.edu/writingcenter](http://www.whitworth.edu/writingcenter).



# Academic Information

## Grades and Quality Points

The following symbols are used:

A	Superior – 4 points
A-	3.7 points
B+	3.3 points
B	Good – 3 points
B-	2.7 points
C+	2.3 points
C	Fair – 2 points
C-	1.7 points
D+	1.3 points
D	Poor – 1 point
D-	.7 point
F	Failure – 0 points
W	Official Withdrawal; does not affect GPA
WA	Administrative Withdrawal; does not affect GPA
WF	Withdrawal While Failing (or past the acceptable time limit for “W’s”), computed as an “F” in the GPA
WW	Withdrawal Without Permission, computed as an “F” in the GPA
AU	Audit; does not affect GPA
I	Incomplete; to be made up by six weeks into the next fall or spring semester
IE	Incomplete; time to finish work is extended until six weeks into the next fall or spring semester
S	Satisfactory; given upon completion of a Satisfactory/Not Satisfactory course; does not affect GPA
NS	Not Satisfactory; given for unsatisfactory work in a Satisfactory/Not Satisfactory Course; does not affect GPA
P/F	Pass for grade of “C” or higher; grades of “C-”, “D”, or “F” will result in an “F” grade.
P/NC	For class taken with P/NC grading option, Pass is given for grade of “C” or higher; No Credit is given for a “C-”, “D”, or “F”; grade of P/NC does not affect GPA and is irreversible.

## Pass/No Credit Grading Option

This option is designed to encourage students to explore areas of study outside their majors. Students may choose to take one P/NC course each academic year at Whitworth. Core courses, courses in the student’s major or area of concentration, and education courses are excluded from this option. Students may elect to take PE activity courses Pass/No Credit. A grade of Pass will be assigned in a P/NC course on the basis of a grade of “C” or higher. A grade of No Credit will be assigned in a P/NC course on the basis of a grade of “C-” or lower. The term “Satisfactory/Not Satisfactory” is commonly used for grading internships, study programs, and specific non-graded courses. Once a P/NC has been declared, it is irreversible. Check academic calendar for deadline to declare P/NC.

## Calculation of the Grade-Point Average

Current and cumulative grade-point averages are calculated on the basis of grades earned at Whitworth only. A student may transfer credits from another regionally accredited institution that count toward the total required for graduation, but the student cannot transfer the grades received in those courses. The grade-point average (GPA) is computed by dividing the quality points total by the total number of graded credits attempted during any given grading period. Quality points for a course are determined by multiplying the numerical equivalent of the letter grade by the credit attempted. Pass/No Credit and Satisfactory/Not Satisfactory grades are not used in computing the GPA.

## Academic Credit and Evaluation

Academic credit is awarded on the basis of semester credits. One semester credit is equivalent to 14 contact hours and two hours of work outside of class for each contact hour. Evaluation of coursework is made in a variety of ways, depending upon the nature of the course. Midterm grades are given to students receiving grades of "C-" or below so that there is opportunity for them to improve performance. Final letter grades (including plus/minus option) are given in most courses, and students are informed in advance of those few courses that are evaluated on a Pass/No Credit basis.

## Normal Full-Time Course Load

The normal load for full-time undergraduate students is 12 to 17 semester credits in the fall and spring semesters, including up to five semester credits in Jan Term. The maximum allowable load in the summer is three semester credits in a three-week session and six semester credits in a six-week session. A student must average 31.5 semester credits per year to graduate in four years. Permission to enroll in more than the normal course load must be approved in writing by the registrar, associate dean, or dean. Because graduate programs vary in format, students should check with their respective graduate schools to determine normal course load.

## Changes in Registration

Deadlines for dropping and adding classes are published in the schedule of classes each semester. Grades of "W" or "WF" will be recorded for schedule changes after the drop/add period for any term.

Students receive notification to verify their course registrations once each semester. This occurs during the drop/add period. The notice provides a link to WhitNet, where the student is able to view a list of all the courses for which he or she is currently registered. Credit cannot be granted for courses in which a student did not officially register. It is the student's responsibility to check registration information and to discuss any needed corrections with the registrar's office. It is the university's policy to deny requests for registration in any course after the close of the term in which registration was required.

## Class Attendance

Class attendance is expected and may be included in the calculation of the grade for the class. Students who register for courses they do not attend are responsible for dropping the courses officially through the registrar's office. The consequence of not officially dropping a course is a "WW" (withdrew without permission) grade, which calculates as an "F" in the GPA. Students should contact the professor or teaching department if they plan to be absent any day during the first week of the semester/term. No person, other than a faculty member attending informally with the approval of the professor, may attend a Whitworth course in which that person has not been officially registered through the registrar's office. A professor may allow a student to attend his or her class only if the student's name appears on the official class roster from the registrar's office.

## Class Standing

Class standing is determined as follows:

Freshman	0-29 semester credits
Sophomore	30-59 semester credits
Junior	60-89 semester credits
Senior	90 and above semester credits
126 minimum to graduate	

## Honors

Graduation honors are as follows:

cum laude (with honors)	3.50 GPA
magna cum laude (with high honors)	3.75 GPA
summa cum laude (with highest honors)	3.90 GPA

Honors must be based on at least 32 semester credits taken at Whitworth. Transfer grades are not included in honors computation. Semester honors: At the end of each fall and spring semester, all students who have registered in at least 12 semester credits for which A-F grades are given and who earn at least a 3.75 grade-point average are given Dean's Honor Roll recognition. This includes a congratulatory letter from the dean, along with membership in the Laureate Society and participation in its activities. These students are allowed to take two semester credits beyond the maximum of 17.0 per term free of charge.

## Academic Honesty

Just as the faculty, staff and administration at Whitworth strive to be forthright, direct, and honest, and to value integrity in all their dealings, the university expects all students to function in like manner. Students are expected to adhere to the highest standards of academic honesty and to refrain from any dishonest or unethical action. In all academic exercises, examinations, papers and reports, students are expected to submit their own work. The use of the words or ideas of others is always to be indicated through an acceptable form of citation. This policy will be specified in the syllabus for each course. Definition of plagiarism: Plagiarism occurs whenever a person attempts to pass off as his or her own work, either verbally or in writing, the words and ideas of others. Plagiarism most often occurs in those projects that require independent preparation (outside of class); although it can occur in essay examinations, this is not generally the case. Plagiarism can be either inadvertent (a failure to understand the responsibility for acknowledgment or the means by which acknowledgment should be made) or willful (with a conscious intent to deceive). Definition of cheating and dry-labbing: Cheating is any academic activity in which the student submits for grade or credit work that is not his or her own and/or work that has not been done within the structure and context established by the assignment. It may occur in a variety of ways: copying another student's homework, copying answers from another student's test, bringing unauthorized notes or materials to an exam, copying another student's lab notes, or making up fictitious lab results (also known as "dry-labbing"). All cheating is regarded as willful deception. Consequences of violations of the policy on academic honesty: The faculty member will confront the student(s) in cases of suspected violations of the policy on academic honesty and will keep a written record of the incident. The faculty member will assess the gravity of the violation and determine the consequences, which may range from a failing grade on the specific assignment to a failing grade in the course. The student has a right to appeal any faculty member's decision to the Whitworth Academic Affairs Office. The faculty member will submit a written report of policy violations, with their consequences, to the academic-affairs office. The student will receive a warning after the first violation. If a student violates the academic-honesty policy a second time, depending on the nature of the violations, the student may be suspended for the remainder of the current term or a longer period.

## Academic Probation and Suspension

A student is placed on academic probation at the end of any semester or term in which his or her cumulative grade-point average falls below 2.0. Since probation removes a person from good academic standing, students on probation will be limited in their opportunities to participate in off-campus study programs and in extracurricular activities (varsity sports, student government, student publications and radio broadcasting, for example). A student remains on probation until his or her cumulative grade-point average reaches the minimum 2.0 standard. Students receive an academic warning when, during any fall or spring semester, their semester grade-point average falls below 2.0 while their cumulative grade-point average is 2.0 or above. Any student who receives an academic warning for two or more consecutive semesters will be reviewed by the



Whitworth Educational Review Board and may be placed on probation. Extracurricular activities are not limited by an academic warning. Students may be suspended at the end of any semester or term in which their semester grade-point average falls below 1.0, or if, after being placed on probation, they fail to earn at least a 2.0 grade-point average for the succeeding semester or term.

Continuing-studies students may be placed on academic probation at the end of any 12-week period of an accelerated-format term during which a student is registered for six or more credits (whether or not completed) and his or her GPA falls below 2.0. A student who is on probation may not register for more than three courses or nine semester credits in the subsequent accelerated-format term. Students remain on probation until their cumulative grade-point average reaches the minimum 2.0 standard. A student may be suspended at the end of a 17-week period during which he or she is registered for up to nine credits (whether or not nine credits are completed) if the GPA for that period is below 2.0. A pattern of successive withdrawal (over more than one semester) may be grounds for suspension.

If there are mitigating reasons for unsatisfactory progress that result in suspension, students may appeal in writing to the Educational Review Board through the Whitworth Academic Affairs Office. Reinstatement after any semester or term on suspension is dependent upon written application to the Educational Review Board through the academic-affairs office. Students who are receiving financial aid should refer to satisfactory-progress policies and appeal processes.

### **Normal Progress and Financial Aid**

The normal load for full-time students is 12 to 17 semester credits in the fall and spring semesters and three to five semester credits in Jan Term. Registration for less than a full-time load will prevent a student from receiving some forms of financial aid. A student must average 31.5 credits per year in order to graduate in four years. The total number of semester credits required for graduation is 126. In order to remain under the same catalog requirements, a student must complete his or her degree within six years from the time of matriculation. The maximum allowable time for a financial-aid recipient to complete a degree and receive aid is five-and-a-half years. More information on satisfactory progress requirements for financial-aid recipients is available in the Whitworth Financial Aid Office.

### **Hardship Withdrawal**

In rare circumstances, the withdrawing student may be granted a hardship withdrawal, given when a debilitating medical or psychological condition makes it necessary for the student to withdraw from all of his or her courses. To be considered, the student should apply to the dean of students (or his/her designee) within a week of withdrawal, providing written documentation of the condition. Under hardship-withdrawal status, the student will receive a "W" in all classes for the term, and financial officers will determine charges based on the number of weeks that university services were utilized.

### **Academic Grievances**

It is assumed that most grievances will be resolved in conversation between a student and his/her professor or within the department involved. However, in cases where resolution is not so easily achieved, the procedures are as follows:

- The student must first seek resolution of the conflict in consultation with the professor. Before becoming involved in the matter, the associate dean of instruction will ensure that this initial exchange has taken place
- If a satisfactory resolution is not possible in the first phase, the student may appeal in writing to the associate dean of instruction for adjudication in the matter
- Grade challenges must be initiated by the student within 30 days after the grade is posted.

## Acceptance of Transfer Credits

Whitworth will accept undergraduate and graduate work in transfer from regionally accredited institutions. For institutions without regional accreditation, transfer of credit will be considered if the credibility of the institution can be supported by the "three-letter rule," which states that it is the responsibility of the student to provide three letters from regionally accredited institutions certifying that they will accept credit from the institution from which the student is seeking credit. A total of two-thirds credit will be awarded to non-regionally accredited Bible schools that hold an AABC accreditation.

A maximum of 64 semester credits may be transferred from a two-year college or a total of 96 semester credits from any four-year college or combination of two- and four-year colleges. Credits earned more than 15 years prior to matriculation at Whitworth will require department approval if they are fulfilling a requirement in the major. Courses in which the student received a grade lower than "C-," vocational-technical courses, non-college-level courses and incomplete courses are not transferable.

## Transfer Policies for Students Holding Associate of Arts Degrees

A student transferring to Whitworth with an associate of arts degree from a community college in Washington (approved by the Intercollege Relations Commission for the State of Washington), Colorado, Oregon, or California, from a Montana state community college, or from Community College of Southern Idaho or North Idaho College will receive the following:

- Junior standing (60 semester credits)
- Transfer credit of a maximum of 96 quarter credits or 60-64 semester credits
- Waiver of all general requirements, with the following exceptions:
- A choice of one of the following: Core 150, Western Civilization I: Christian Worldview Perspectives; Core 250, Western Civilization II: The Rationalist Worldview; or Core 350: Applied Ethics, Public Policy and Worldviews
- Biblical Literature: Three semester credits in the Old Testament, New Testament, or one or more books of the Bible (usually taken at Whitworth)
- Modern Foreign Language: Eight semester credits, 15 quarter-credits or a full year of college credit in modern foreign language (including American Sign Language)

In order for a transfer student to meet the general-education requirements, s/he must earn an approved associate degree prior to initial enrollment at Whitworth.

Transfer students are encouraged to contact the registrar's office to determine applicability of their coursework to specific bachelor's degrees. General information can be given over the telephone (toll-free at 800.533.4668). To obtain a complete transcript evaluation, send the request with an official copy of college transcripts to Registrar's Office, Whitworth University, 300 W. Hawthorne Road, Spokane, WA 99251.

## Transcript Requests

Transcript requests may be made in person, or by mailing or faxing the transcript-request form located on the registrar's office webpage ([www.whitworth.edu/transcript](http://www.whitworth.edu/transcript)). Transcript requests CANNOT be handled by phone. Transcripts may be paid for with a VISA or MasterCard (include card number and expiration date), a check made out to Whitworth University, or cash. Official transcripts are \$5 each. Transcript requests can be rushed as well as sent by priority or overnight mail for additional applicable fees. Please allow at least one week of processing time during the term and two weeks at the beginning or end of a term. The fax number for the registrar's office is 509.777.3296. The mailing address is: Registrar's Office, Whitworth University, 300 W. Hawthorne Road, Spokane, WA 99251.

## **Alternative Course Credit**

A maximum of 32 alternative semester credits (48 quarter credits) may be counted toward graduation. Alternative credit includes Advanced Placement and College Level Examination Program – CLEP – credit, credit based on completion of advanced work, international baccalaureate courses and credit for military service and schools. Alternative course credit calculates as part of the transfer-credit limit of 94. Contact the registrar's office for further information.

## **Advanced Placement (AP)**

Whitworth is an active participant in the College Entrance Examination Board Advanced Placement program. A score of three or above on an AP test is accepted for credit in some disciplines at Whitworth, and in many cases will also satisfy a general graduation requirement and/or requirement for an academic major. Refer to Whitworth's website for details.

## **International Baccalaureate (IB)**

Whitworth recognizes the international baccalaureate diploma and subject examinations; the university awards credit on a course-by-course basis for high-level courses only, passed with a score of five or higher. A maximum of 32 semester credits, including other kinds of advanced placement, can be granted for the IB subject examinations. Refer to Whitworth's website for details.

## **College Level Examination Program (CLEP)**

Whitworth grants academic credit for sufficiently high scores on CLEP general and selected CLEP subject examinations. These cutoff scores are listed in the College Entrance Examination Board publication "College Placement and Credit by Examination," which is available at most high schools and colleges, or may be obtained on our website, or by contacting the Whitworth Continuing Studies Office at 509.777.3222. Credit for general CLEP exams will be awarded only if the exam is taken within one year of matriculation.

## **Veterans**

Whitworth is approved for veteran training as an institution of higher education by the Higher Education Coordinating Board. The university's academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. Whitworth is committed to upholding and complying with the intent of Veterans Administration regulations. Benefit recipients must meet satisfactory-progress standards in order to continue receiving benefits for study. Standards are basically the same for V.A.-benefit recipients as for other students. Records that permit monitoring of progress are kept in the registrar's office. Termination of benefits will be initiated upon receipt of a withdrawal form. It is the responsibility of the benefit recipient to submit a withdrawal form to the registrar and notify the veterans' coordinator immediately upon ceasing to attend any course. Veteran benefits are considered a form of financial assistance that will be included in a recipient's financial-aid award.

## **Confidentiality**

Each academic year the university informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This act is designed to protect the privacy of education records, to establish the right of students to inspect and review their academic records, and to provide guidelines for the correction of inaccurate or misleading data through informal or formal hearings. Students have the right to file complaints with the FERPA office concerning any alleged failure by Whitworth University to comply with this act. The complete institutional policy statement related to the Family Educational Rights and Privacy Act of 1974 is available through the registrar's office.

## **Directory Information**

At its discretion, the university may provide directory information in accordance with the provisions of the act to include a student's name, address, telephone number, date and place of birth, major field of study, dates of attendance, class standing, full- or part-

time status, degrees and awards received, most recent previous educational agency or institution attended, denominational affiliation, participation in officially recognized activities and sports, and weight and height of members of athletics teams. Students may withhold directory information by notifying the registrar's office in writing within two weeks after the first day of class for each semester. This request for non-disclosure will be honored until revoked. A request to withhold directory information will prevent the student's name and degree from being published on the Dean's Honor Roll and in the Commencement program.

## Changes to Directory Information

**Name-change policy:** A current or former student of Whitworth University may change any component of his or her name with proper documentation and a completed name-change request form. Types of changes may include first-, middle-, and last-name replacements; converting an initial to the actual name; replacing a nickname; returning to a birth name, or any other name-change variation that may arise. Acceptable documentation will include a copy of a legal document, such as a marriage certificate, birth certificate, divorce decree, or court order. In addition, one supporting piece of identification reflecting the change must be presented. Forms of identification may include a driver's license, Social Security card, or other identifying documentation deemed acceptable by the registrar. After the proper identification and a completed request form are received by the registrar's office (300 W. Hawthorne Road, Spokane, WA 99251), the change will be reflected on the student's hard-copy academic record, transcript and computer record.

**Address change:** Please notify the registrar's office of any address changes by supplying your name, student I.D. number or Social Security number, old address, new address and phone number.

## Student Right-To-Know Information

In compliance with the Higher Education Act of 1965, as amended, Whitworth is pleased to provide the following information concerning its graduation rates. The rates reflect the graduation status of students for whom 150 percent of the normal time to completion has elapsed.

Cohort entering fall semester of	Size of original cohort	Number graduated in six years	Percent graduated in six years
1995	394	266	67.5 percent
1996	315	219	69.5 percent
1997	398	284	71.4 percent
1998	373	251	67.3 percent
1999	406	309	76.1 percent
2000	402	297	73.9 percent

## Equal Opportunity Policy

It is the policy of Whitworth University to provide equal educational opportunity without regard to age, race, color, religion, national origin, sex, marital status or disability as defined by law, in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Act of 1972, Sections 799A and 845 of the Public Health Services Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1991. In addition, Whitworth provides equal employment opportunity without regard to age, race, color, national origin, sex, marital status or disability as defined by law, in accordance with Title 49.60 of the Washington Law Against Discrimination, Equal Pay Act of 1963, Title VI and VII (as amended by the Equal Employment Opportunity Act of 1972) of the Civil Rights Act of 1964, Age Discrimination in Employment Act of 1967, Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Act of 1974, and the Americans with Disabilities Act of 1991.



# Graduation Information

## Requirements for Graduation

### General Degree Requirements:

- Complete all general-education requirements.
- Complete all requirements and performance standards for the major or area of concentration as contained in the catalog effective at time of matriculation. (Major requirements are presented in the catalog under the appropriate discipline.) Students may change to a subsequent catalog governing their degree requirements, but must meet all requirements of that catalog.
- Complete a minimum of 36 credits at the junior/senior level (courses numbered 300 or above).
- Degree-seeking students must earn a minimum of 32 credits in residence. Thirty-two of the last 40 credits must be taken at Whitworth.
- Complete a minimum of 126 credit hours with a minimum cumulative grade-point average (GPA) of 2.0.
- Complete all degree requirements within six years of matriculation.
- Students must declare their intent to graduate by completing an application for graduation by Nov. 1 of their senior year. In order to participate in commencement, degree requirements must be complete by Jan. 31 of the year following commencement.

### I. General Education Requirements

Students must complete all general-education requirements, as outlined below. The Schedule of Courses includes the most recent information about courses and the requirements that they satisfy.

*Note: A student may not use the same course to satisfy more than one of the general-education requirements.*

#### A. First-Year Program (1 credit)

The First-Year Program (GE 125) is designed to assist students in connecting quickly with the Whitworth community. This program will facilitate the formation of faculty-student relationships that are centered primarily in academic content (in class and beyond the classroom) and the advising function (academic and vocational). The course is waived for transfer students.

#### B. Worldview Studies (12 credits)

A worldview is a personal set of basic assumptions about humanity, God, the nature of material reality, and the place of humans in that reality. A person's worldview also includes assumptions about how humans gain knowledge as well as prescriptions regarding all forms of human activity: political, social, creative, economic, religious and otherwise. A person's worldview is the way in which s/he makes sense of life experiences. Every individual possesses this set of basic assumptions whether or not s/he is consciously aware of what the assumptions are.

The worldview studies curriculum at Whitworth exists to engage the student in the active examination of presuppositional thinking that forms the basis of all human meaning. Its intent is to explore the origins of human thinking at this foundational level, particularly emphasizing the Western way of answering questions of meaning.

CO 150 Western Civilization I: Christian Worldview Perspectives

CO 250 Western Civilization II: The Rationalist Worldview

CO 350 Western Civilization III: Applied Ethics, Public Policy and Worldviews

### **C. Biblical Literature: Biblical Foundations for Faith and Practice (3 credits)**

Courses in this area emphasize understanding the scriptures and their theological teachings from the perspective of the Reformed and Evangelical traditions. Courses also focus on understanding the implications of scripture, as well as the hermeneutics of interpretation. Courses that satisfy this requirement will be found in the theology department.

### **D. Modern Languages, American Diversity Studies, Global Perspectives: Community, Diversity and Justice (10-11 credits)**

Courses in this area introduce students to domestic and international diversity, including linguistic, political, religious, racial, ethnic, gender, and other differences. They emphasize the role of diversity in determining perspective and communication patterns as well as in applying this understanding to community living in an increasingly diverse America and world. To satisfy this requirement, students will take at least one course in each of three areas:

#### **Modern Languages**

Students must demonstrate proficiency through the first-year level. They may accomplish this by passing a proficiency exam in the language, completing the 101-102 sequence in a language, or completing a one-semester intensive course (e.g. SN 111 or FR 111).

#### **American Diversity Studies**

Courses that meet this requirement include substantial work that reflects thoughtfully on diverse viewpoints within American society. These courses emphasize the role of diversity in an increasingly diverse U.S. Students completing education certification will meet this requirement by fulfilling the requirements in the education program. Students who take ASL 102 may apply it the American-diversity requirement.

#### **Global Perspective**

Courses that meet this requirement include substantial work that reflects thoughtfully on viewpoints developed beyond American society. Students who must take the 102 course in a modern language may apply that course to this requirement, as those courses will provide extensive content in cultural differences. Off-campus study is highly recommended.



### **E. The Fine Arts: Creative Expression and Appreciation (3 credits)**

Courses in this area provide opportunities for students to understand aesthetic traditions and to develop the capacity for artistic expression. Courses that satisfy this requirement will usually be found in the departments of art, English, music and theatre.

### **F. Oral and Written Communication Studies: Effective Communication and Social Responsibility (6 credits)**

Courses in this area equip students to create, organize, share, and receive clear oral and written messages.

#### **Oral Communication**

Courses that satisfy this requirement will usually be found in the areas of speech communication and theatre. Students completing education certification will meet this requirement by fulfilling the requirements in the education program.

#### **Written Communication**

One designated writing-intensive course must be taken within the major program. Courses labelled with a "W" after the number meet this requirement. Courses that satisfy this requirement will usually be found in the areas of English and journalism.

### **G. Kinesiology & Athletics: Fitness and Wellness for Life (3 credits)**

Courses in this area emphasize responsible stewardship of God's creation through maintenance of personal health; students develop skills and establish habits that prepare them for a lifetime of healthy living and physical well-being. Courses that satisfy this requirement will be found in kinesiology. Students must take one fitness/wellness designated class (PE 132, PE 134, PE 141, PE 149, PE 166 or PE 175).

*Note: A maximum of eight semester credits of physical-education-activity courses may be counted toward the total credits requirement.*

### **H. The Social Sciences: Human Nature and Civic Responsibility (3 credits)**

Courses in this area seek to describe, primarily from the perspective of human sciences, how and why humans behave as they do individually and corporately. Courses that satisfy this requirement will usually be found in the areas of economics, history, political science, psychology, and sociology, although courses in other disciplines may also be included.

### **I. The Humanities: Human Thought and Values (3 credits)**

Courses in this area introduce students to the rich tradition of the humanities. Study focuses on the embodiment of human experience, thought and values through the scrutiny of text and symbol. Courses that satisfy this requirement will usually be found in the departments of art, English, history, modern languages, music, philosophy, theology and theatre.

### **J. Mathematics and Statistics: Mathematical Reasoning and Social Applications (3-4 credits)**

Courses in this area provide an overview of topics in quantitative thinking, analysis, and problem-solving. Special attention is devoted to mathematical concepts reflecting broader social concerns, patterns of occurrence and behavior and related issues. Courses satisfying the requirement are MA 107, MA 108, MA 150, MA 221, and MA 256. A few courses, such as PO 310 and PY 256, may be found in other disciplines.

Initial placement is based on SAT scores. A score of 600 will allow entrance into any course for which the student has the prerequisites. A score of 500-600 will not meet entrance into MA 171. Below 500 will allow entrance into MA 107 only.

## **K. The Natural Sciences: The Natural World and Human Responsibility (3-4 credits)**

Courses in this area provide opportunities to understand and apply the scientific method as an analytical, problem-solving tool via coursework that emphasizes both theoretical and experiential components. They expose students to the strengths and weaknesses of scientific methodology and the relationship between scientific inquiry and faith. Courses that satisfy this requirement will usually be found in the areas of astronomy, biology, chemistry, geology, and physics.

## **II. Residency**

At least 32 semester credits must be completed in residence at Whitworth. Thirty-two of the last 40 credits needed for graduation must be taken at Whitworth.

## **III. Grade-Point Average**

A student must accumulate a 2.0 average in 1) all Whitworth courses, and 2) all courses in the declared major or area of concentration. Education students, see School of Education for GPA requirements.

## **Changes in Graduation Requirements**

The graduation requirements as published in the Whitworth University catalog in effect at the time of the student's initial enrollment are those that should be met for completion of an undergraduate-degree program. Students must complete all degree requirements within six years from the time of matriculation. Part-time students may petition this policy. Students who withdraw from Whitworth and return after an absence of more than two years must meet the graduation requirements in effect at the time of their return and must complete all degree requirements within six years of the time of their return (matriculation). Additional information may be obtained from the registrar's office.

## **Application for Graduation**

Students must apply to graduate by Nov. 1 in the fall semester of their senior year. Application for Graduation forms are available in the registrar's office. Degree audits are available prior to each registration period or online at any time. If all requirements will not be completed by the end of spring semester, students must petition to participate in the May ceremony. Detailed graduation information will be sent to all students who have applied to graduate.

## **Double Majors**

A student may graduate with more than one major if all requirements are met for each major involved. There is no limitation on course overlap between two declared majors.

## **Requirements for a Second Baccalaureate Degree**

A Whitworth graduate seeking a second bachelor's degree must meet the major requirements of a second major, satisfy the general-education requirements in place at the time the second degree is initiated (as must transfer students with associate of arts degrees), and complete 30 credits of work beyond the first degree. A Whitworth student seeking a second baccalaureate degree must seek the approval of his/her advisor and the registrar.

A student with a bachelor's degree from another institution who pursues a B.A. or B.S. at Whitworth will be expected to meet all the major requirements, the residency requirement (32 credits), and the general-education requirements in place at the time the second degree is initiated (as must transfer students with associate of arts degrees); s/he must also receive a degree in a field other than that of the first degree.



## Changes in Academic Program

A student may elect to change his/her major, area of concentration, or second field, but s/he is advised to evaluate possible increases in the length of time required to graduate. Any changes of program or academic advisor must be requested in writing, signed by the advisor and submitted to the registrar's office.

## Course-Numbering System

Courses are numbered sequentially from 100 through 599. The following schedules of general and special course numbers should serve as helpful reference tools for students.

### General Course Numbers

#### Lower-Division Courses

100-199: Primarily for freshmen. May not be taken for graduate credit.

200-299: Primarily for sophomores. May not be taken for graduate credit.

#### Upper-Division Courses

300-399: Primarily for juniors and seniors. Graduate students may count a limited number of credits.

400-499: Primarily for seniors. Graduate students may count a limited number of credits.

500-599: Graduate level. Undergraduates may enroll only with special permission.

### Special Course Numbers

At all levels, course numbers ending in 80, 86, 90, 91, 95 or 96 indicate special courses. Subject matter in these courses varies. All departments may offer these types of courses, but because not all may be listed in this catalog, students are urged to ask individual department offices about the availability of courses of the type and level desired. Their designations are:

80	Field Study
86	Readings
90	Internship
91	Independent Study
95	Teaching Assistantship
96	Special Topics



# Directed Studies

## **Independent Study (numbered 191, 291, 391, 491, 591)**

Special projects may be undertaken on a tutorial basis by qualified students. Department approval of proposals is based upon the following criteria:

- The student has demonstrated readiness for independent work.
- The project topics/materials are not covered in a regular course.
- A regular full-time faculty member agrees to supervise the study.
- A student should take no more than 12 credits of independent study during his/her total university career; generally, no more than three per semester.

Students are to submit proposals with the signatures of the faculty supervisor and the department chair to the registrar's office by the seventh class day of the fall or spring semester in which the study is to be taken. During Jan Term and summer terms, proposals must be submitted by the fourth class day.

## **Readings (numbered 386, 486)**

If the study is primarily a review of literature, the "readings" designation may be given. This type of study could be preparatory work for a research paper, particularly at the graduate level.

## **Teaching Assistantship (numbered 395, 495)**

This type of course is for the advanced major in a discipline (junior standing required). If a faculty member believes that a student has sufficient maturity in his or her field, the student may be offered the opportunity to assist in the teaching process. Responsibilities vary and may include the following: grading of papers and examinations; preparation of lectures, exams or experiments; tutorial assistance and discussion-group leadership; occasional lecture responsibility for the very mature student. TA enrollment per semester is limited to three credits. Students must complete the FERPA agreement.

## **Internships and Field Studies**

A vital part of any liberal-arts education is the integration of classroom studies with working environments off campus. All Whitworth students are encouraged to prepare for later employment through training in the professional community. Through these programs, students may earn academic credit and/or pay by integrating classroom studies with actual work experience, and can build job-search skills that prepare them for future employment. Internship and field-study placements are available in all departments of the university. The Whitworth Career Services Office provides information and guidance. A mandatory orientation and contract must be completed prior to beginning the internship or field experience. Students should take no more than 12 credits of internships during their total university career and, generally, no more than three per semester.

## **Internships (numbered 290, 490 or 590)**

Internships are work-based learning experiences that integrate students' academic coursework with career-related work experiences in the major field. Sophomores, juniors and seniors are eligible for credit. Students must attend an orientation through the Whitworth Career Services Office to learn about site possibilities and how to enroll in the class. Fall and spring semesters, Jan Term and Summer Term.

## **Field Study (numbered 280, 480)**

This program provides the opportunity to explore a particular career area in any field of interest. The program is an observational, exploratory, hands-on experience. Students may participate at any time from the second freshman semester through the senior year.

# Undergraduate Programs

## Art

Art

Faculty: Gordon Wilson (chair), Barbara Filo, Scott Kolbo

[www.whitworth.edu/art](http://www.whitworth.edu/art)  
[art@whitworth.edu](mailto:art@whitworth.edu)

Faculty members in the Whitworth University Art Department are committed to excellent teaching. The department mission is to provide students who are enrolled in art courses with a rigorous intellectual environment in which students may gain knowledge and skills that will enable their creative progress in the visual arts. Art core courses provide a solid foundation in artistic form and content. Opportunities for development in critical thinking, problem-solving, visual literacy, effective communication, art criticism, ethics, and individual expression are addressed in every art course. Students are encouraged to investigate the relationship between a Christian worldview and artwork created within the contemporary world. The faculty is dedicated to providing students of art with an education of the mind and heart and to the integration of faith and learning.

Learning outcomes of this major prepare the student in the following areas:

### Knowledge

- To demonstrate the methods and assumptions involved in the discipline of making art
- To explore the history of art – artists, processes, and masterworks in all forms of art media
- To expand understanding of past and current movements in art
- To enhance appreciation for a variety of artists, styles and movements
- To illustrate the interdisciplinary connections between art and the larger intellectual world
- To foster an understanding of the aesthetic uniqueness involved in the making of art

### Skills

- To develop the capacity for intellectual critical thinking in relation to art
- To foster problem-solving skills
- To demonstrate the technical processes involved in the making of art
- To begin to master specific art processes and techniques
- To gain empathy and understanding for other voices by studying artworks created by artists in a variety of cultures
- To develop a personal direction in imagery and media
- To communicate effectively about the making of art, and about the meaning and significance of each student's work

### Admission Process for Art Majors

Submit the following to the art department faculty by spring of the sophomore year:

- A portfolio of work
- A statement of rationale for admittance and intent to commit to the art major

Art department faculty will consider each applicant for “full admittance” or “conditional admittance” to the art major. The junior exhibition will serve as a review of admittance. Admittance prior to the spring semester of the sophomore year is possible, but does not eliminate the review process.

For additional information, a department handbook is available in the art department office.

**Requirements for an Art Major, B.A.****(44-49)**

All tracks require the following core courses:..... 26

AR 101 Drawing I ..... 3

AR 120 Design I ..... 3

One of the following:..... 3

AR 124 Introduction to Photoshop

AR 131 Digital Photography I

AR 259 Seminar I ..... 1

AR 261\* History of Renaissance/Baroque Art ..... 3

AR 263\* History of Modern Art..... 3

AR 365 Contemporary Art Seminar ..... 3

One of the following:..... 3

AR 255 Sculpture

AR 320 Design II

AR 399 Junior Exhibition Project..... 1

AR 460W Senior Seminar ..... 3

*\*Also offered as writing-intensive at the 300 level. One writing-intensive course required in each major or track.***Track I: Two-Dimensional (Drawing/Painting and Printmaking) (49)**

Required core courses:..... 26

AR 210 Painting I ..... 3

AR 499 Senior Exhibition Project ..... 2

Two of the following:..... 6

AR 130 Photography I

AR 131 Digital Photography I

AR 201 Drawing II

AR 202 Figure Drawing I

One of the following:..... 3

AR 221 Printmaking I

AR 222 Printmaking II

Three of the following in drawing, painting or printmaking: ..... 9

Drawing:

AR 301, 401 Drawing III, IV

AR 302, 402 Figure Drawing II, III

AR 491 Independent Study in Advanced Drawing

Painting:

AR 310, 410 Painting II, III

AR 491 Independent Study in Advanced Painting

AR 211, 311, 411 Watercolor I, II, III

Printmaking:

AR 221 Introduction to Printmaking I

AR 222 Introduction to Printmaking II

AR 321 Intermediate Printmaking

AR 322 Print Production

AR 422 Advanced Printmaking

**Track II: Graphic Design****(49)**

Required core courses:..... 26

AR 210 Painting I ..... 3

AR 499 Senior Exhibition Project ..... 2

Two of the following:..... 6

AR 130 Photography I

AR 131 Digital Photography I

AR 201 Drawing II

AR 202 Figure Drawing I

AR 221 Introduction to Printmaking I

AR 222 Introduction to Printmaking II

One of the following:	3
AR 221 Introduction to Printmaking I	
AR 222 Introduction to Printmaking II	
Three of the following in graphic design or photography:	9
AR 224, 324 Digital Imaging I, II	
AR 223, 323 Typography I, II	
AR 226 Web Design	
AR 230, 330, 430 Photography II, III, IV	
AR 231, 331, 431 Digital Photography II, III, IV	
CS 310 Internet Applications Development	
AR 227, 327 Introduction to Time-Based Art Making I, II	
AR 427 Advanced Time-Based Art Making	

### Track III: Three-Dimensional (Ceramics, Sculpture, Mixed Media) (49)

Required core courses:	26
AR 251, 351, 451 Mixed Media I, II, III	9
AR 255 Sculpture I	3
AR 499 Senior Exhibition Project	2
One of the following:	3
AR 140 Ceramics (Wheel) I	
AR 141 Ceramics (Hand) I	
Two of the following:	6
AR 240, 340, 440 Ceramics (Wheel) II, III, IV	
AR 241, 341, 441 Ceramics (Hand) II, III, IV	
AR 243, 343, 443 Fused Glass II, III, IV	
AR 355 Sculpture II	

### Track IV: Art Education (47)

(K-12 endorsement)\*\* All endorsements subject to change; see School of Education for updated requirements.

Required core courses:	26
AR 124 Introduction to Photoshop	3
AR 251 Mixed Media I	3
AR 344 Curriculum and Methods: Elementary Art	1
AR 444 Curriculum and Methods: Secondary Art	2
One approved course in painting	3
One approved course in ceramics	3
Two approved studio courses	6

\*\*Art education track: Other professional courses must also be taken from the School of Education. Please refer to the School of Education section in this catalog.

## Requirements for an Arts Administration Major –

### Art Emphasis, B.A. (44-47)

AR 101 Drawing I	3
AR 120 Design I	3
One of the following:	3
AR 124 Introduction to Photoshop	
AR 131 Digital Photography I	
One of the following:	3
AR 260* History of Ancient Art	
AR 264* History of Medieval Art	
AR 261* History of Renaissance/Baroque Art	
AR 266* History of American Art	
*Also offered as writing-intensive at the 300 level.	
AR 365 Contemporary Art Seminar	3



One of the following:.....	3
AR 255 Sculpture I .....	
AR 320 Design II .....	
AR 460W Senior Seminar .....	3
BU 230** Financial Accounting .....	3
BU 374 Principles of Management .....	3
CS 110 Computer Information Systems .....	3
JMC 244** Publicity and Public Relations.....	3
AR 315 Community Art in Practice.....	3
AR 435 Arts Administration .....	3
AR/TA 3/490 Approved Internship .....	1-4

*\*\* BU 230 prerequisite: MA 108; JMC 244 prerequisite: JMC 125*

## Requirements for an Art Minor (21-24)

All endorsements subject to change; see School of Education for updated requirements.

AR 101 Drawing I .....	3
AR 120 Design I .....	3

Two of the following:..... 6

AR 260*	History of Ancient Art
AR 261*	History of Renaissance/Baroque Art
AR 263*	History of Modern Art
AR 264*	History of Medieval Art

*\*Also offered as writing-intensive at the 300 level*

Three approved studio courses ..... 9

For Washington state endorsement in art, the following is also required:

AR 3/444 Curriculum and Methods: Elementary/Secondary .....	1-2
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## Requirements for a Minor in Art History (24-26)

At least two courses must be taken at upper-division level

Five of the following:..... 15

AR 183	Women and Art Seminar
AR 260*	History of Ancient Art
AR 261*	History of Renaissance/Baroque Art
AR 262	History of World Art
AR 263*	History of Modern Art
AR 264*	History of Medieval Art
AR 266	History of American Art

*\*Also offered as writing-intensive at the 300 level*

AR 365 Contemporary Art Seminar .....	3
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AR 460W Senior Seminar .....	3
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One of the following:..... 3-5

AR 120	Design I
AR 381	Art in France
AR 382	Art History in the British Isles
AR 491	Independent Research: Historiography

Recommended: a teaching assistantship in art history and an internship

## Requirements for a Minor in Community Arts (18)

TH 256/356 Biblical Themes of Shalom.....	3
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One of the following:..... 3

PO 275	Poverty and Community Development
SO 365	Cities and Urban Life
PY 262	The Psychology of Poverty

AR/TA 315 Community Arts in Practice .....	3
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AR/TA 435 Arts Administration .....	3
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AR/TA 3/490 Community Arts Internship.....	3
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One of the following:..... 3

AR/TA 3- Practicum: study tour or independent study

AR/TA 3/4- Independent Study: related community-development course

## Fine Arts Courses

### FA 101 Introduction to the Fine Arts 3

Integrates the disciplines of art, music, theatre and dance into an examination of the fine-arts experience. Examines elements, media, expressiveness. Fall and spring semesters.

### FA 300 British Culture through Theatre and Music 3

Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as multiple chosen theatre and music events. Priority will be given to junior/senior students. Graded S/NS. Jan Term, even years.

### FA 305 Christianity and the Arts in Italy 3

This course will lead students to the following Italian cities: Milan, Venice, Florence, Siena, Assisi and Rome. The goal of this program is to encourage students to study and analyze historical and religious developments of Christianity in Italy, with an additional emphasis on Christian fine arts. Students will confront important political, religious and artistic issues that have shaped Italian Christianity and culture in the past and present.

## Humanities Courses

### HU 200 Introduction to the Culture of the British Isles 2-3

A survey of the art, history and literature of England, Ireland, Scotland and Wales. Open to all students, but required for those participating in the British Isles Study Program. Every third year in Jan Term or spring semester preceding the program.

### HU 201 International Films 1

Professors from varied disciplines present seven international films; students view films together and react to them through short papers. Learn about international cinematic traditions. Fall semester.

### HU 202 Classic Films 1

Professors from varied disciplines present seven classic films; students view films together and react to them through short papers. Learn about American film history. Spring semester.

### HU 302 French Civilization 2

A survey of French history, from the Gauls and the Romans through the 19th century, with emphasis on the French Revolution. Required for the Semester in France Study Program; open to all students. Every third fall semester; 2009.

## Art Courses

### AR 101 Drawing I 3

Beginning-level drawing course. Emphasis on the development of perception and drawing skills using a variety of media and techniques. Fee. Fall and spring semesters.

### AR 120 Design I 3

Studio problems involving the creative application of design elements and principles. Emphasis is on two-dimensional experiences involving line, space, shape, texture, color, etc. Fee. Fall and spring semesters.

- AR 124 Introduction to Photoshop and Illustrator** **3**  
A beginning-level course using two basic graphic-design applications. Students will learn to use Adobe Photoshop and Illustrator. They will gain experience manipulating images digitally. Provides a foundation for the study of advanced art and design topics. Fee. No experience or prerequisites required.
- AR 130 Photography I** **3**  
Beginning-level course in black-and-white 35mm photography. A variety of visual problems allow the student to address camera and darkroom techniques. Form and content of the art photograph are emphasized. Student must provide a 35mm camera. Fee. Fall and spring semesters.
- AR 131 Digital Photography I** **3**  
Beginning-level course in digital photography. A variety of problems allow the student to address camera and computer techniques. Form and content, as well as computer manipulation of the photograph, are explored.
- AR 140 Ceramics (Wheelwork) I** **3**  
Use of potter's wheel to create three-dimensional forms, both sculptural and functional. Emphasis on design, glazing and firing techniques. Fee. Fall and spring semesters.
- AR 141 Ceramics (Handbuilding) I** **3**  
Off-wheel techniques to create ceramic forms. Emphasis on expressive potential of clay, glazing and firing techniques. Fee. Spring semester.
- AR 143 Fused Glass** **3**  
Introduction to glass fusing. Use of design principles, brief history, tools, materials, safety and science of this hot glass process. Experimentation with hot-glass slumping included.
- AR 183 Women and Art Seminar** **3**  
This seminar course will explore the roles of women in art from antiquity to the present. Women as artists, as patrons, as models and as subject matter for art created by men and women will be researched and discussed. Criticism will be based in both context and formal analysis of visual art works. Historic & contemporary perspectives of feminist art criticism will be an important component. Questions will focus on woman as image, as artist, as patron, and as model. The institutional structures that affected women's lives and work as artists and patrons will be investigated.
- AR 196 Topics in Art** **1-3**  
Selected lower-division topics in art. Periodic offering.
- AR 201 Drawing II** **3**  
Intermediate course. Traditional and contemporary approaches to drawings that record, symbolize and/or visualize. Development of personal drawing style and content. Use of the human figure. Fee. Prerequisite: AR 101. Spring semester, odd years.
- AR 202 Figure Drawing I** **3**  
Intermediate course using the human figure as subject. Variety of problems, media and techniques using the live model. Emphasis on observation, composition and content. Fee. Prerequisite: AR 101. Spring semester, even years.
- AR 210 Painting I** **3**  
Beginning-level course in painting, emphasizing observation, composition, color theory, content and basic painting skills. Variety of problems and subject matter. Fee. Prerequisite: AR 101 or AR 120. Fall and spring semesters.
- AR 211 Watercolor I** **3**  
Beginning course in transparent watercolor. Traditional and contemporary techniques. Emphasis on observation, composition and content. Fee. Prerequisite: AR 101 or AR 120.

**AR 221 Introduction to Printmaking I: Relief and Intaglio 3**

An introductory printmaking course emphasizing relief and intaglio processes. Students will gain experience in the technical aspects of matrix-based art making. Aesthetic and theoretical issues related to printmaking will also be addressed. Fee. AR 101 or AR 120 recommended. Fall semester.

**AR 222 Introduction to Printmaking II: Lithography and Screenprinting 3**

An introductory printmaking course emphasizing lithography and screenprinting processes. Students will gain experience in the technical aspects of matrix-based art making. Aesthetic and theoretical issues related to printmaking will also be addressed. Fee. AR 101 or AR 120 recommended. Spring semester.

**AR 223 Typography I 3**

Introduction to typography for designers. Covers the fundamentals of letter forms, spacing, and layout. Emphasis is on typesetting as well as on creative and expressive use of lettering. Projects will be completed digitally and by hand. Fee. Periodic offering.

**AR 224 Digital Imaging I 3**

An introduction to the techniques and aesthetic approaches to digital art making. Students will be given the chance to develop and execute design and fine-art ideas using digital-image-making software programs. A beginning class for those considering the fields of graphics and web-design as well as those interested in using the computer as a fine-art tool. Fee. Prerequisite: AR 120. Periodic offering.

**AR 226 Web Design 3**

An introductory course in designing web pages. Students will gain experience in creating and editing images for use on the web; organizing information and directory structures; building and maintaining web pages; applying design theory and page layout to create professional websites. Emphasis will be placed on overcoming the technical challenges associated with building web pages. Fee. Prerequisites: AR 120 and AR 224.

**AR 227 Introduction to Time-Based Art Making 4**

An introductory course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installations, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to filmmaking. Fee.

**AR 230 Photography II 3**

Intermediate course in photography. Students work in series to solve problems that incorporate personal development of style and imagery. Refinement of darkroom and camera technique. Written paper or journal. Fee. Prerequisite: AR 130. Fall and spring semesters.

**AR 231 Digital Photography II 3**

Intermediate problems in digital/computer manipulation of photographs.

**AR 240 Ceramics (Wheelwork) II 3**

Development of form and function from knowledge accumulated in AR 140. Glaze formulas and firing techniques for a variety of kilns. Fee. Prerequisite: AR 140 or AR 141. Fall and spring semesters.

**AR 241 Ceramics (Handbuilding) II 3**

Development of form and function from knowledge accumulated in AR 141. Glaze formulas and firing techniques for a variety of kilns. Fee. Prerequisite: AR 140 or AR 141. Fall and spring semesters.

**AR 243 Fused Glass II 3**

Intermediate course in glass fusing. Development of technique and design. Combination of fusing and slumping techniques.

**AR 251 Mixed Media I****3**

Exploration of three-dimensional forms as well as experimental surface decoration using two or more media in artwork. A variety of media, such as paper, textiles, fiber, glass, acrylic, oil, charcoal, and ink, and forms, including painting, book arts, printmaking, soft sculpture, and collage. Fee. AR 101, AR 120, AR 210, or AR 140 recommended.

**AR 255 Sculpture I****3**

Techniques and fundamentals of three-dimensional composition. Figurative and abstract problems using a variety of media: clay, wood, stone and found objects. Fee. Prerequisite: AR 101 or AR 120.

**AR 259 Seminar I****1**

Introduction to art theory, philosophy and aesthetics. Focuses on contemporary artists, imagery, techniques, and media. Visits to artists' studios, art-related businesses, galleries and museums. Team-taught by art faculty. Sophomore art majors and other students interested in art.

**AR 260 History of Ancient Art****3**

A survey of the development of the visual arts – architecture, sculpture, painting and minor arts – in the Western world, from prehistory through the Roman periods. Explores works of art within their historical, social, economic, political and religious contexts, as well as from the perspective of a formal analysis. Fee. Also listed as AR 360W.

**AR 261 History of Renaissance/Baroque Art****3**

The development of artistic expression from the early 14th century through the 18th century. Considers architecture, sculpture, painting and the minor arts within both their cultural and visual contexts. Fee. AR 260 and AR 264 recommended. Also listed as AR 361W.

**AR 262 History of World Art****3**

A survey course that focuses on the aesthetic concepts and visual expressions of various ethnic traditions. Explores architecture, sculpture, painting and other visual expressions unique to the native cultures of Africa, Asia, the Americas, Oceania and Eastern Europe.

**AR 263 History of Modern Art****3**

A survey tracing the roots of contemporary art, beginning with the modern works produced in the mid-18th century. Discussion and analysis focus on a wide range of traditional, non-traditional and experimental media and techniques employed by modern artists to create unique visual expressions. Fee. Also listed as AR 363W.

**AR 264 History of Medieval Art****3**

A survey course designed to investigate the artistic developments – architecture, sculpture, painting and the minor arts (tapestry, jewelry, goldsmithing, costumes) – significant to the Early Christian through Gothic periods. Considers artistic expression within the context of the culture that created it. Fee. AR 260 recommended. Also listed as AR 364W.

**AR 266 History of American Art****3**

A survey course designed to trace the evolution of American art, beginning with an overview of the cultures that merged together in the New World – African, Native American, and European. Beginning with a study of artworks produced in those cultures in their original environments and continuing with a chronological study of artworks produced in America from the colonial through Post-Modern Periods, 16th-21st centuries. Discussion and analysis will focus on a wide range of artistic expression, media and techniques employed by artists of the United States.

**AR 301 Drawing III****3**

Advanced course. Student assumes greater responsibility for design of drawing problems, appropriate media and technique. Continued development of personal style, content and use of series or serial work. Fee. Prerequisite: AR 210 or AR 202.



**AR 302 Figure Drawing II****3**

Student assumes greater responsibility for the design of problems using the human form as subject. Use of the series to develop personal style, content and imagery. Fee. Prerequisite: AR 201 or AR 202.

**AR 310 Painting II****3**

Intermediate course. Mastery of painting technique. Development of personal style, content and imagery. Fee. Prerequisite: AR 210.

**AR 311 Watercolor II****3**

Intermediate course. Development of personal imagery, style and content. Fee. Prerequisite: AR 211.

**AR 315 Community Arts in Practice****3**

An in-depth study of how the arts are practiced within a community setting. Explores the disciplines of art, theater, and music; students will study a variety of models of how each is used in the context of community development. Emphasis on the practical knowledge needed to execute a public art project. No prerequisites; however, some background in art is recommended. Fall semesters. Also listed as TA 315.

**AR 320 Design II****3**

Studio problems designed to allow students to explore the visual elements and principles of three-dimensional design. A variety of media and approaches for creating form using traditional and contemporary subject matter. Prerequisite: AR 120.

**AR 321 Intermediate Printmaking****3**

Further exploration of technical and aesthetic aspects of matrix-based art making. Individually directed projects emphasize digital and mixed-process printing. Fee. Prerequisite: AR 221 or AR 222. Periodic offering.

**AR 323 Typography II****3**

Advanced work in typography for designers. Students will continue research into page layout and the aesthetics of letterforms. Projects will be completed digitally. Fee. Prerequisite: AR 223. Periodic offering.

**AR 324 Digital Imaging II****3**

Advanced work in design graphics. Students will continue research into the technical and aesthetic issues related to computer-generated artwork. Exploration of object-based, page-layout software and multimedia applications. Fee. Prerequisites: AR 101 and AR 224. Periodic offering.

**AR 327 Intermediate Time-Based Art Making****4**

An intermediate course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installations, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to filmmaking. Individually directed projects emphasizing editing and directing. Fee.

**AR 330 Photography III****3**

Advanced course in photography. Students work in series to develop individual style, imagery and content. A journal or paper is required. Fee. Prerequisite: AR 230.

**AR 331 Digital Photography III****3**

Development of personal style, content, images in digital photography/computer manipulation of photographs.

**AR 340 Ceramics (Wheelwork) III****3**

Studies will be directed toward specific individual needs as determined by experiences in previous ceramics courses. Students will exhibit work publicly. Fee. Prerequisite: AR 240 or AR 241.

**AR 341 Ceramics (Handbuilding) III 3**

Studies will be directed toward specific individual needs as determined by experiences in previous ceramics courses. Students will exhibit work publicly. Fee. Prerequisite: AR 240 or AR 241.

**AR 343 Fused Glass III 3**

Development of technique and design. Combination of fusing and slumping techniques.

**AR 344 Elementary Art: Curriculum and Methods 1**

This hands-on workshop course emphasizes helping the elementary-education student become comfortable with the art experience and knowledgeable about the variety of media and techniques, safety information, stages of a child's artistic development, and methods of aesthetic evaluation. Emphasizes the art process rather than the product. The goal of the course is to help the future teacher gain an appreciation for children's art and an enthusiasm for art in general. Fee. Fall and spring semesters.

**AR 351 Mixed Media II 3**

Advanced methods in using two or more media in visual imagery expressing unique personal ideas. Fee. Prerequisite: AR 251 or AR 255.

**AR 355 Sculpture II 3**

Study of the three-dimensional human form. Fee. Prerequisite: AR 255 or AR 320.

**AR 360W History of Ancient Art 3**

Extensive research in the cultural context of artistic expression during the following periods: prehistoric, Egyptian, Middle Eastern, Mediterranean, Greek and Roman. In-depth analysis of particular works of art. Fee.

**AR 361W History of Renaissance/Baroque Art 3**

Extensive research in the cultural context of artistic expression during the following periods: late Gothic, early Renaissance, High Renaissance, mannerist, baroque and rococo. Fall semester.

**AR 363W History of Modern Art 3**

Extensive research in the cultural context of artistic expression during the periods of neoclassicism, romanticism-realism, impressionism, neo-impressionism, expressionism and cubism. More in-depth analysis of particular works of art and artists. Fee. Spring semester, even years.

**AR 364W History of Medieval Art 3**

Extensive research in the cultural context of artistic expression produced in these periods: early Christian, Byzantine, Islamic, North European migrations, Romanesque, and Gothic. More in-depth analysis of particular works of art. Fee.

**AR 365 Contemporary Art Seminar 3**

A survey of the world of contemporary art and the elements that contribute to the practice of current visual culture. The history of art after 1940. Special attention to understanding the controversy and scandal associated with the beginning of the 21st century. Periodic offering.

**AR 381 Art in France 5**

One-month study abroad with emphasis on the visual art of France since 1900. Artists' studios, galleries, museums and cathedrals are a classroom for the study of painting, sculpture and other art forms in the context of French culture. In the north, Paris, Chartres, Monet's Giverny; in the south, Nice, Venice, Antibes, Biot and Avignon. Offered only in conjunction with the full-semester Whitworth in France Study Program. Spring semester, every third year (2010, 2013).

- AR 382 Art History in the British Isles** 4  
A study of the visual arts – architecture, sculpture, painting, and decorative arts – in England, Scotland, Wales and Ireland. Museums, galleries, cathedrals, castles and other on-site artistic expressions will offer the student an opportunity to study firsthand the works of art in historical, cultural, and artistic contexts. Fee. Offered only in conjunction with the full-semester Whitworth British Isles Study Program. Fall semester, every third year (2008, 2011).
- AR 396 Topics in Art** 1-3  
Selected upper-division topics in art. Periodic offering.
- AR 399 Junior Exhibition Project** 1  
The objective of this requirement is to experience all the steps necessary to organize and install a group exhibit of artworks as preparation for the senior exhibition. Spring semester.
- AR 401 Drawing IV** 3  
Advanced course. Student assumes responsibility for the design of one or more series of drawings employing his/her choice of media, technique and imagery. Fee. Prerequisite: AR 301 or AR 302.
- AR 402 Figure Drawing III** 3  
Advanced course in life drawing. Student assumes major responsibility for design of problems, including choice of media. Use of series to develop personal style, imagery, content and refinement in drawings using the human figure as subject. Fee. Prerequisite: AR 302.
- AR 410 Painting III** 3  
Advanced course. Student works in series. Refinement of technique and style to advance imagery and content. Prerequisite: AR 310. Fee.
- AR 411 Watercolor III** 3  
Advanced course in watercolor. Refinement of technique, personal visual statements. Fee. Prerequisite: AR 311.
- AR 422 Advanced Printmaking** 3  
Individually directed projects. Fee. Prerequisite: AR 321 or AR 322. Periodic offering.
- AR 427 Advanced Time-Based Art Making** 4  
An advanced course emphasizing the technical and conceptual processes needed to work in time-based art media such as video installation, motion pictures, or animation. Also addresses aesthetic and theoretical issues related to filmmaking. Individually directed projects emphasizing editing and directing. Fee.
- AR 431 Digital Photography IV** 3  
Self-directed problems in digital photography/computer manipulation.
- AR 435 Arts Administration** 3  
An in-depth study of the administration of community art projects. Topics include grant-writing, business plans, safety/liability, marketing, and public relations. Emphasizes laying the groundwork for successful community-art projects within the disciplines of fine arts, music, and theater. No prerequisites; however, some background in art is recommended. Fall semester. Also listed as TA 435.
- AR 440 Ceramics (Wheelwork) IV** 3  
Students will design projects to meet their individual needs in specific areas. Ceramic works created as a series will be the focus. Students must arrange a public exhibition of their work, including a sales situation. Fee. Prerequisite: AR 340 or AR 341.

**AR 441 Ceramics (Handbuilding) IV****3**

Students will design projects to meet their individual needs in specific areas. Ceramic works created as a series will be the focus. Students must arrange a public exhibition of their work, including a sales situation. Fee. Prerequisite: AR 340 or AR 341.

**AR 443 Fused Glass IV****3**

Projects in fusing and slumping will be individually directed.

**AR 444 Secondary Art: Curriculum and Methods****2**

Available for art-education majors/minors. Observation and analysis of middle (junior-high) and high-school teachers in a classroom setting. Includes teaching methods, curriculum objectives and evaluation, classroom organization, and exhibition. In addition, the student will explore one medium of special interest or "weakness" in preparation for future teaching.

**AR 451 Mixed Media III****3**

Advanced methods in using two or more media in visual imagery expressing unique personal ideas. Fee. Prerequisite: AR 351.

**AR 460W Senior Seminar****3**

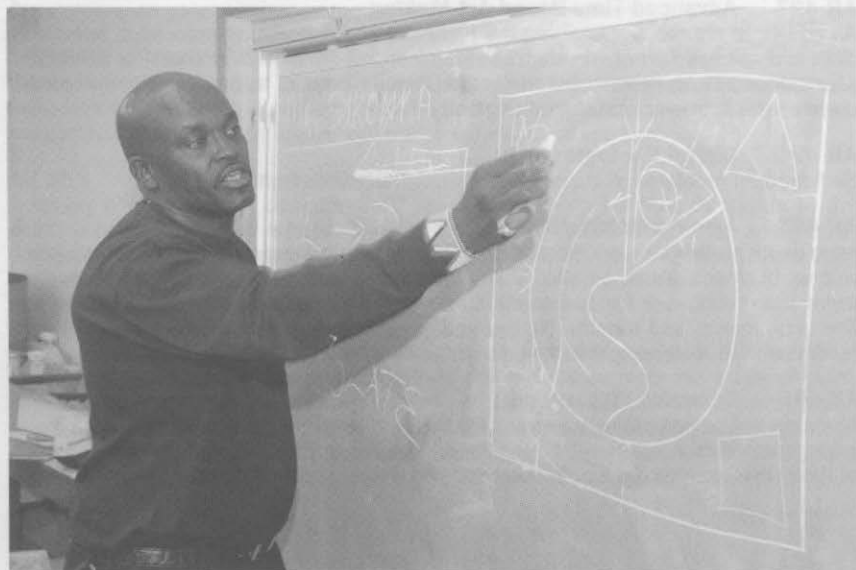
This capstone course is designed as a transition for the art major between art in the college setting and art beyond college. Discussion and investigation will help the student gain a clearer understanding of the nature of art and the artist. Visits to artists' studios, art-related businesses, galleries and museums. Through an exchange of information, ideas and methodology with both peers and professionals, the student will have the opportunity to formulate personal ideas, opinions, and goals for a future in art. Prerequisite: art major with senior standing. Fall semester.

**AR 499 Senior Exhibition Project****2**

Required of all majors in drawing/painting and printmaking, graphic design, and three-dimensional (ceramics, sculpture, mixed media) art tracks. Students complete and exhibit original artworks. Review by all faculty. Spring semester.

**Directed Studies**

Independent studies (191, 291, 391, 491, 492); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# Biology

FACULTY: Craig Tsuchida (chair), Frank Caccavo, Lee Anne Chaney, Finn Pond, Michael Sardinia

[www.whitworth.edu/biology](http://www.whitworth.edu/biology)

[biology@whitworth.edu](mailto:biology@whitworth.edu)

The mission of the Whitworth Biology Department is to educate biologists to be knowledgeable about the organization and function of biological systems, proficient in the practice of science, and conversant in the ethical and social implications of advances in the field. We seek to instill in students an understanding that organisms exist in dynamic interaction with an environmental context. We believe that the ideas of biology interface significantly with other intellectual perspectives, and that the study of biology provides an appropriate philosophical foundation for an informed comprehensive worldview.

The learning outcomes of this major prepare the student in the following areas:

**Content:** Graduates should have a broad base of factual information and principles in biology, including basic knowledge of all major organismic groups, biochemistry and metabolism, and the structural and functional components at all levels of biological organization. In addition, they should have reasonable depth in one sub-discipline of biology.

**Synthesis:** Graduates should be able to integrate and synthesize material from different sub-disciplines of biology. This goes beyond simply having knowledge of different areas, but should integrate sub-disciplines of biology, relating biological processes at various levels of organization.

**Communication:** Biology graduates should be able to communicate with professional and lay audiences about biology. This includes the ability to communicate in both oral and written form coherently, in plain language, about biological matters, and the ability to use discipline-specific formats as appropriate for professional audiences.

**Critical thinking:** Graduates should be able to interpret biological research reports and journal articles, and to analyze data. They should have the ability to design a useful, workable experiment to address a particular biological question and be able to use problem-solving skills to modify a planned experimental approach.

**Technical proficiencies:** Graduates should demonstrate basic laboratory "bench" skills common to the discipline (e.g., use a microscope, perform dilutions, operate a spectrophotometer); be familiar with field techniques such as sampling, habitat analysis and collecting and preserving samples; follow and use experimental protocols, including recording and maintaining accurate data records; and understand the factors involved in maintaining and handling organisms – plants, animals and microbes – for study.

**Research:** The ability to conduct a research experiment incorporates many of the goals the faculty would like students to achieve – knowledge of content, synthesis, technical proficiencies, and communication skills.



**Requirements for a Biology Major, B.A. (45)**

BI 150	Cell Biology.....	2
BI 152	Animal Biology .....	2
BI 153	Plant Biology.....	2
BI 154	Microbial Biology.....	2
One of the following:.....		3
BI 230	Introductory Biochemistry	
CH 401W	Biochemistry I	

Approved upper-division biology electives\* ..... 24  
*(For teacher certification, 4-12 endorsement, BI 333, 363 and 345 must be included.)*

CH 161	General Chemistry I .....	3
CH 161L	General Chemistry I Lab .....	1
CH 181	General Chemistry II.....	3
CH 271	Organic Chemistry I.....	3

\*One writing-intensive course is required.

For teacher certification (4-12 endorsement) the following additional courses are also required:

MA 256	Probability and Statistics .....	3
EDU 455	Methods of Teaching Science: Secondary .....	2

All endorsements subject to change; see School of Education for updated requirements.

**Requirements for a Biology Major, B.S. (58)**

BI 150	Cell Biology.....	2
BI 152	Animal Biology .....	2
BI 153	Plant Biology.....	2
BI 154	Microbial Biology.....	2
BI 345	Ecology .....	4
BI 363	Genetics.....	4

One of the following:..... 4

BI 323	Animal Physiology
BI 331	Plant Physiology
BI 347	Microbial Physiology

One of the following:..... 3

BI 399	Molecular Biology
BI 412	Advanced Cell Biology

One of the following:..... 3

BI 230	Introductory Biochemistry
CH 401W	Biochemistry I

Approved upper-division biology electives\*: ..... 12  
*(For teacher certification, 4-12 endorsement, BI 333, 363 and 345 must be included.)*

*(No more than four credits of internships or cooperative studies, no more than two credits of teaching assistant-ships, and no more than four credits of BI 400 – Biological Research will apply to the degree program.)*

\*One writing-intensive course required.

CH 161	General Chemistry I .....	3
CH 161L	General Chemistry I Lab .....	1
CH 181	General Chemistry II.....	3
CH 181L	General Chemistry II Lab .....	1
CH 271	Organic Chemistry I.....	3
CH 271L	Organic Chemistry I Lab .....	1
PS 151**	General Physics I .....	4
PS 153**	General Physics II .....	4

\*\*Note: PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

For teacher certification (4-12 endorsement) the following courses are also required:  
 EDU 455 Methods of Teaching Science: Secondary ..... 2

## Requirements for a Biology Minor (20)

All endorsements subject to change; see School of Education for updated requirements.

BI 150	Cell Biology.....	2
BI 152	Animal Biology .....	2
BI 153	Plant Biology.....	2
BI 154	Microbial Biology.....	2
Approved upper-division biology electives .....		12
For Washington state endorsement in biology, BI 333, BI 363 and BI 345 must be included and the following additional courses are required:		
MA 256	Probability and Statistics .....	3
EDU 455	Methods of Teaching Science: Secondary .....	2

## Requirements for a Science Endorsement for Majors in Biology, Chemistry, or Physics (32)

BI 150	Cell Biology .....	2
BI 152	Animal Biology .....	2
BI 153	Plant Biology .....	2
BI 154	Microbial Biology.....	2
CH 161/162	General Chemistry I .....	3
CH 161L	General Chemistry I lab .....	1
One of the following:.....		4
CH 271	Organic Chemistry plus lab .....	
CH 181	General Chemistry II plus lab .....	
PS 151**	General Physics I .....	4
PS 153**	General Physics II .....	4
PS 141	Introduction to Astronomy.....	4
One of the following:.....		4
GL 131	Understanding Earth .....	
GL 139	Environmental Geology .....	
NS 101	Earth and Sky .....	

**\*\*Note:** PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

## Biology Courses

### BI 102 Introductory Biology 3

Contemporary understanding of the basic organization and function of biological systems and the nature and interdependence of living organisms. Emphasis on cell structure, the diversity of organisms, and physiology. Lab. Meets natural science requirement.

### BI 105 Plants in Culture 3

Basic structures and life processes in plants. Survey of historical and contemporary uses of plants. Focus on ways in which human life is physically dependent on plants, and on the many ways in which human cultures reflect the specific plants available to them. No lab. For non-science majors. Meets natural-science requirement. Periodic offering.

### BI 107 Infectious Diseases 3

Introduction to the structure, function and diversity of microorganisms that cause human disease. Microbial infections that complicate exposure to vacation climates, pets, recreational activities and exotic cuisine will be emphasized. For non-science majors. Meets natural-science requirement. Periodic offering.

### BI 108 Biology of Sex and Gender 3

Investigation of the biological basis of gender variation, sexual identity, reproduction and sexual development. Emphasis given to the developmental biology, neurobiology, endocrinology and physiology that underlie human male and female form and function. No lab. For non-science majors. Meets natural science-general requirement. Periodic offering. Cross-listed as WGS 108.

- BI 110 Introduction to Human Genetics** 3  
Mechanisms of inheritance that account for the vast genetic diversity within the human species; hereditary disease and genetic therapy; human genome project. No lab. For non-science majors. Periodic offering. Meets natural-science requirement.
- BI 111 Marine Biology** 3  
Introduction to life in the sea. Emphasis on the diversity of marine organisms and adaptations to marine habitats, marine ecosystems and food webs. No lab. For non-science majors. Meets natural-science requirement. Periodic offering.
- BI 112 Biology of Northwest Agriculture** 3  
The biological concepts that underlie current topics in agriculture of the Northwest will be discussed. Popular views of the biological factors thought to play a role in agriculturally related issues will be compared to established hypotheses and theories. Jan Term.
- BI 150 Cell Biology** 2  
Organization of living matter, emphasizing molecular structures, biochemical processes and cellular features that unify living things. Lab. Half-semester course. Fall semester.
- BI 152 Animal Biology** 2  
Evolutionary origin, taxonomic classification and unique anatomical, physiological and behavioral adaptations of the metazoans, including the porifera, acoelomata, pseudo-coelomata, mollusca, annelida, arthropoda, echinodermata and chordata. Lab. Half-semester course. Fall semester.
- BI 153 Plant Biology** 2  
Photosynthetic organisms – cyanobacteria, algae and land plants. Survey of structural and functional adaptations related to water retention and distribution, gas exchange, mineral-nutrient acquisition, light absorption and energy conversion, support, reproduction, dispersal and resistance. Lab focuses on structural diversity. Half-semester course. Recommended: BI 150 and BI 152. Spring semester.
- BI 154 Microbial Biology** 2  
Systematic survey of selected microbial taxa, emphasizing the distinguishing characteristics, structural and functional adaptations, metabolic specializations and life histories of eubacteria, archaeobacteria, protozoans and fungi. Lab activities focus on basic methods for isolating, growing, identifying and studying microorganisms. Half-semester course. Recommended: BI 150 and BI 152. Spring semester.
- BI 196 Topics in Biology** 3  
One-time offerings for lower-division students or for non-science majors.
- BI 204 Medical Microbiology** 4  
Microorganisms, especially bacteria and viruses of medical importance. Basic structure and physiology of microorganisms, principles and control of growth, antibiotics, a survey of infectious disease. Lab emphasizes the use of aseptic technique and the culture and identification of bacteria. Prerequisite: CH 102. Spring semester.
- BI 220 Anatomy and Physiology I** 4  
Gross anatomy and physiological applications of the integumentary, skeletal, muscular, respiratory, and nervous systems of the human body. Emphasis given to the relationship of major organs to health and disease. Lab component provides practical application in the location and isolation of anatomical parts. Designed for students in nursing, athletic training, and kinesiology as well as in other allied health programs. Fee. Lab required. Prerequisite: sophomore standing. Fall semester.

**BI 221    Anatomy and Physiology II** **4**

Gross anatomy and physiological applications of the cardiovascular, lymphatic, endocrine, digestive, urinary, and reproductive systems of the human body. Emphasis given to the relationship of major organs to health and disease. Lab component provides practical application in the location and isolation of anatomical parts and physiological assessments. Designed for students in nursing, athletic training, and kinesiology as well as in other allied health programs. Fee. Lab required. Spring semester.

**BI 230    Introductory Biochemistry** **3**

Introduction for biology majors to biopolymers and metabolism. Focus on energy flow and chemical processes in living systems. No lab. Prerequisites: BI 150-154, CH 161, CH 181. Corequisite: CH 271. Fall semester.

**BI 303    Plant Taxonomy** **4**

History, theories and methods of classification, identification, nomenclature and description. Role of taxonomy as a biological discipline. Types of taxonomic evidence. Descriptive terminology. Survey of selected families. Lab focuses on use and construction of diagnostic keys, identification of local flora, preparation of field data records and herbarium specimens. Lab. Prerequisites: BI 150-154. Spring semester, even years.

**BI 308    Biology of HIV/AIDS** **3** ✱

Explores the biological, socioeconomic, political and religious factors that influence the transmission, life cycle, pathogenesis and treatment of the human immunodeficiency virus (HIV).

**BI 323    Animal Physiology** **4**

Anatomical, physiological and behavioral adaptations of animals to their particular habitats. Lectures focus on respiration in air and water, circulation, metabolism, temperature limits and thermoregulation, osmotic adaptations and excretion, and amoeboid, flagellar, ciliary and muscular movement. Lab. Prerequisites: BI 150-154 and CH 271. Fall semester, odd years.

**BI 324    Animal Behavior** **4** ✱

The study of the mechanisms and evolution of animal behavior. Topics include methods for the observation and quantification of behavior, natural selection, sexual selection, evolution of animal choice, and the biological basis of all social interactions. Prerequisites: BI 150-154. Fall semester, odd years.

**BI 331    Plant Physiology** **4**

Water relations, mineral absorption and nutrition, translocation mechanisms, respiration, photosynthesis, nitrogen metabolism, growth regulators, photomorphogenesis, senescence and stress physiology. Focus on vascular plants. Lab emphasizes whole organism responses. Prerequisites: BI 150-154, BI 230, and CH 271. Spring semester, odd years.

**BI 333    Evolutionary Biology** **3** ✱

Study of the evolutionary paradigm that unifies the science of biology. Origin, refinement and the contemporary form of evolutionary theory, with the objective of understanding its use in organizing the data, ideas and research of the biological sciences. The study will critique some of the popular caricatures of the evolutionary paradigm. No lab. Prerequisites: BI 150-154 and BI 363; junior standing recommended. Periodic offering.

**BI 339    Introduction to Field Marine Ecology** **1** ✱

Theoretical and logistical preparation for the temperate field-marine-ecology expedition the following Jan Term. Class activities will prepare students for fieldwork and for the original research project that they will conduct at a field marine laboratory. No lab. Permission of instructor; limited enrollment. Prerequisites: BI 150-154 and BI 345. Fall semester, even years.

**BI 342 Field Marine Ecology**

4

Field-based course designed to explore the interactions of temperate marine organisms with their living and non-living environment. Students explore life histories and ecology of intertidal marine life in rocky shore, sand, mud flat, and planktonic communities. The class will be stationed at the Friday Harbor Marine Laboratory on San Juan Island, Puget Sound, Wash. Permission of instructor; limited enrollment. Prerequisites: BI 150-154 and BI 345. Jan Term, odd years.

**BI 345 Ecology**

4

Fundamental relationships and processes by which organisms interact with each other and their physical environment. Focus on physiological adaptations, population growth and regulation, community and ecosystem structure and function, and biogeography. Lab. Prerequisites: BI 150-154. Spring semester.

**BI 347 Microbial Physiology**

4

Ultrastructure, metabolic variations, genetics, ecology and evolution of prokaryotic organisms. Emphasis on the importance of bacteria in the study of various biological processes, as well as on the practical and technological importance and ecological significance of bacteria. Laboratory focus on techniques for isolating, culturing, and identifying bacteria, and on characterizing and studying their genetic and metabolic processes. Prerequisites: BI 150-154 and CH 271. Fall semester, even years.

**BI 348 Environmental Microbiology**

4

This course will examine the applied effects of microorganisms on the environment and on human activity, health and welfare. The role of microbes in municipal waste treatment, bioremediation and agriculture will be discussed. The laboratory component of the course will explore the detection and quantitation of microbial activity, including cultural, microscopic, physiological and molecular approaches.

**BI 350 Comparative Vertebrate Anatomy**

4

Variations of the basic vertebrate theme that enable the species within the group to exploit the particular environment. The evolutionary development of major organ systems within vertebrate classes. The anatomical features of carnivore, herbivore and omnivore mammals will be discussed in detail. Lab. Prerequisites: BI 150-154. Fall semester, even years.

**BI 354 Developmental Biology**

4

Developmental processes and patterns of form and function in multicellular organisms, particularly animals. Emphasis on molecular, cellular and environmental factors regulating gene activity, cellular differentiation, and pattern formation during various developmental sequences. Descriptive, comparative and experimental lab activities focus on chordate embryology, specifically gametogenesis, fertilization, cleavage, gastrulation and organogenesis. Prerequisites: BI 150-154 and BI 230; junior standing. Spring semester, even years.

**BI 363 Genetics**

4

Mechanisms that contribute to and maintain intraspecific diversity: meiosis, allelic segregation, chromosomal assortment, dominance-recessive allelic relationships, hybridization, multiple alleles, epistasis, linkage and recombination, polygenic inheritance and mutation. Population genetics, especially the factors that alter relative frequencies of gene-pool alleles. Genetic molecules and the processes by which they are replicated, mutated and expressed. Human genetic diseases. Lab. Prerequisites: BI 150-154 and CH 271. Fall semester.

**BI 369 Mycology**

4

Aspects of growth, metabolism, genetics, and environmental modification peculiar to fungi. Distinguishing characteristics of major fungal groups. Lab. Prerequisites: BI 150-154 and BI 230. Periodic offering.



**BI 388 Cell and Molecular Techniques****2-3**

Hands-on laboratory investigation involving current techniques in cell and molecular biology. Students will be exposed to a variety of laboratory and research techniques, including techniques for manipulation and study of DNA, RNA and proteins, and cellular processes. Periodic offering. Suggested preparation: BI 399W or BI 412. Prerequisite: BI 230 or CH 401.

**BI 396 Topics in Biology****3**

Occasional and one-time offerings for upper-division students; such topics as plant anatomy, parasitology, and sex & gender will be covered.

**BI 399 Molecular Biology****3**

Contemporary molecular genetics: the organization, storage, retrieval and transfer of genetic information at the molecular level. Topics include the chemical and physical properties of nucleic acids, DNA replication, transcription, translation, mutagenesis, DNA repair, gene regulation and expression, techniques of experimental molecular biology and applications to biotechnology. Viral, prokaryotic, and eukaryotic systems examined. No lab. Prerequisites: BI 150-154, BI 230 and BI 363; junior standing. Spring semester, odd years.

**BI 400 Biological Research****1-4**

Individual student experimental-laboratory or field-research projects. Projects to be approved by department faculty. Prerequisites: BI 150-154, BI 230 and upper-division coursework in biology and other sciences pertinent to research project. Fall and spring semesters, Jan Term and summer.

**BI 401 Seminar****1**

Presentation and discussion of results of literature and laboratory investigations of biological phenomena. Departmental sessions. Prerequisites: 12 credits of 300- or 400-level biology courses. Periodic offering.

**BI 404 Neurophysiology****3**

Structural and functional aspects of the central nervous system of mammals will be discussed in detail. Lectures and discussion will cover basic neuroanatomy, nerve transmission, synaptic function and neuronal control mechanisms. Current research and contemporary topics related to central-nervous-system function will be investigated. Prerequisites: BI 150-154, biochemistry, and junior standing. Spring semester, odd years.

**BI 412 Advanced Cell Biology****3**

Cell ultrastructure and molecular aspects of cell function. Emphasis on structural and molecular organization of eukaryotic cells and organelles, the regulation and compartmentalization of metabolic activities, cell cycles and reproduction, cellular differentiation and cell interactions. No lab. Prerequisites: BI 150-154, BI 230, and junior standing. Fall semester, odd years.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495); See Page 34 for details.

## Au Sable Institute

The Au Sable Institute is a Christian environmental-stewardship institute whose mission is to work to bring healing and wholeness to the biosphere and the whole creation through academic programs, research projects and educational outreach. Whitworth is a participating member of the institute. Coursework taken through the institute can be counted as elective credit toward completion of a biology degree. The following courses (this is a partial list) are offered during the summer at the Au Sable Pacific Rim campus (on Puget Sound, near Seattle). Other courses are offered at the following campuses: Au Sable Great Lakes (in the Great Lakes Forest, Mich.), Au Sable East (on the Chesapeake Bay, in Virginia), Au Sable Africa (near Nairobi, Kenya), and Au Sable India (in Tamil Nadu, South India). A full listing of Au Sable courses is available in the biology department.

### **BIO 266 Natural History of the Pacific Northwest**

3

Biology and environment of plants and animals, nature of the physical environment, and biogeography of the Pacific Rim, in a stewardship perspective.

### **BIO 311 Field Botany**

4

Field identification and ecology of vascular plants as components of natural communities. Emphasis is placed upon on-site examination of plants in communities of the region. Ecological features such as community stratification and plant zonation along ecological gradients are examined. Prerequisite: one year of introductory biology or one semester of botany.

### **BIO 324 Natural Resources Practicum**

4

Environmental analysis and natural resources in relation to people and policy in the Pacific Rim. The focus is on local and regional environmental issues and policy in the context of environmental stewardship. It deals with the topics of old-growth forests, endangered species, fisheries issues, conservation of wild nature, international environmental issues in the Pacific Rim, land tenure and environmental stewardship.

### **BIO 359 Marine Mammals**

4

Biology, behavior, ecology, identification, and conservation of the marine mammals of the Pacific Rim. Work covers some of the major habitats in Puget Sound, with particular attention to the diving physiology, social behavior, and communications of whales and seals. Prerequisite: one year of general biology or one semester of zoology.

### **BIO 417 Marine Stewardship**

4

Stewardship of marine habitats and marine organisms in the context of environmental issues and policy. Includes developing an understanding of the structure, function, and conservation issues regarding biotic communities and ecosystems of coastal zone, estuaries, islands, and the sea. Prerequisite: one year of general biology.

### **BIO 477 Plant Ecology**

4

Interrelationships between plants and their physical and biotic environments; plant-animal interactions; plant community composition and development; and modern methods or ordination and quantitative analysis with applications to conservation and stewardship. Prerequisites: one year of biology and one course in ecology.

### **BIO 499 Biological Research**

1-6

Participation in an ongoing research project of the institute or a research project conducted concurrently with an advanced course. Prerequisite: permission of professor or concurrent enrollment in an advanced course.

# Chemistry

FACULTY: Karen Stevens (chair), Kerry Breno, Drew Budner, Deanna Ojennus

www.whitworth.edu/chemistry  
chemistry@whitworth.edu

The chemistry department strives to develop confident, well-prepared students who are able to contribute to the world community on issues relating to modern chemistry. Our students are expected to develop strong oral and written communication skills, to engage in critical thinking, to develop excellent laboratory skills, to work on independent research, and to prepare for vocations in industrial, academic, and professional areas.

The learning outcomes of this major prepare the student to:

- Communicate scientific issues in writing
- Communicate scientific issues orally
- Use and critically analyze the chemical literature
- Know and use standard lab techniques
- Apply independent research skills learned through research experiences and/or independent projects within courses
- Know the history of science and/or the development of scientific thought
- Know and be able to articulate the modern issues of chemistry

## Requirements for a Chemistry Major, B.A. (46-49)

One of the following: ..... 3

CH 161 General Chemistry I

CH 162 Honors General Chemistry I

CH 161L General Chemistry I Lab ..... 1

CH 181 General Chemistry II ..... 3

CH 181L General Chemistry II Lab ..... 1

CH 271 Organic Chemistry I ..... 3

CH 271L Organic Chemistry I Lab ..... 1

CH 278 Organic Chemistry II ..... 3

CH 278L Organic Chemistry II Lab ..... 1

Two of the following: ..... 2

CH 381 Chemistry Seminar

CH 383 Chemistry Seminar

CH 481 Chemistry Seminar

CH 483 Chemistry Seminar

Three of the following: ..... 12-15

CH 351 +L Inorganic Chemistry plus lab

CH 335W +L Analytical Chemistry plus lab\*

CH 336 +L Spectroscopic Analysis plus lab

CH 421W +L Thermochemistry plus lab

CH 423 +L Quantum Chemistry plus lab

CH 401 +401L +403W Biochemistry I plus Lab and Biochemistry II

MA 171 Calculus I ..... 4

MA 172 Calculus II ..... 4

PS 151 General Physics I ..... 4

PS 153 General Physics II ..... 4

\*This course and the following are required for a Washington state endorsement in chemistry.

MA 256 Probability and Statistics ..... 3

EDU455 Methods of Teaching Science: Secondary ..... 2

All endorsements subject to change; see School of Education for updated requirements.

**Requirements for a Chemistry Major, B.S.****(65)**

One of the following:	3
CH 161 General Chemistry I	
CH 162 Honors General Chemistry I	
CH 161L General Chemistry I Lab	1
CH 181 General Chemistry II	3
CH 181L General Chemistry II Lab	1
CH 271 Organic Chemistry I	3
CH 271L Organic Chemistry I Lab	1
CH 278 Organic Chemistry II	3
CH 278L Organic Chemistry II Lab	1
CH 335W Analytical Chemistry	3
CH 335L Analytical Chemistry Lab	1
CH 336 Spectroscopic Analysis	3
CH 336L Spectroscopic Analysis Lab	1
CH 351 Inorganic Chemistry	3
CH 351L Inorganic Chemistry Lab	1
CH 401 Biochemistry I	3
CH 401L Biochemistry I Lab	1
CH 421W Thermochemistry	3
CH 421L Thermochemistry Lab	1
CH 423 Quantum Chemistry	3
CH 423L Quantum Chemistry Lab	1
Two of the following:	2
CH 381 Chemistry Seminar	
CH 383 Chemistry Seminar	
CH 481 Chemistry Seminar	
CH 483 Chemistry Seminar	
Three credits of chemistry research:	3
Either: CH 493 Literature Preparation for Research (1) and CH 494 Research in Chemistry (2)	
or CH 496 Off-Campus Research in Chemistry (3)	
MA 171 Calculus I	4
MA 172 Calculus II	4
PS 151 General Physics I	4
PS 153 General Physics II	4
One of the following:	4
MA 273 Calculus III	
PS 251W General Physics III	
For teacher certification, the following additional courses are required:	
MA 256 Probability and Statistics	3
EDU 455 Methods of Teaching Science: Secondary	2
All endorsements subject to change; see School of Education for updated requirements.	

**Requirements for a Chemistry Major, B.S. with Tracks in either Biochemistry or Physical Chemistry**

Each track requires the following foundational courses: (45)

One of the following: 3

CH 161 General Chemistry I	
CH 162 Honors General Chemistry I	
CH 161L General Chemistry I Lab	1
CH 181 General Chemistry II	3
CH 181L General Chemistry II Lab	1
CH 271 Organic Chemistry I	3
CH 271L Organic Chemistry I Lab	1

CH 278	Organic Chemistry II.....	3
CH 278L	Organic Chemistry II Lab.....	1
CH 335W	Analytical Chemistry.....	3
CH 335L	Analytical Chemistry Lab.....	1
CH 336	Spectroscopic Analysis.....	3
CH 336L	Spectroscopic Analysis Lab.....	1
Two of the following: .....		2
CH 381	Chemistry Seminar	
CH 383	Chemistry Seminar	
CH 481	Chemistry Seminar	
CH 483	Chemistry Seminar	
Three credits of chemistry research:.....		3
Either	CH 493 Literature Preparation for Research (1) and	
	CH 494 Research in Chemistry (2)	
or	CH 496 Off-Campus Research in Chemistry (3)	
MA 171	Calculus I.....	4
MA 172	Calculus II.....	4
PS 151	General Physics I.....	4
PS 153	General Physics II.....	4

### Biochemistry Track (67-68)

Foundational courses .....		45
CH 401	Biochemistry I.....	3
CH 401L	Biochemistry I Lab .....	1
CH 403W	Biochemistry II.....	3
One of the following:.....		4
CH 421W	Thermochemistry plus lab	
CH 423	Quantum Chemistry plus lab	
BI 150	Cell Biology.....	2
BI 152	Animal Biology .....	2
BI 153	Plant Biology.....	2
BI 154	Microbial Biology.....	2
One of the following:.....		3-4
BI 347	Advanced Microbiology plus lab	
BI 363	Genetics plus lab	
BI 412W	Advanced Cell Biology	

### Physical Chemistry Track (67-69)

Foundational courses .....		45
CH 421W	Thermochemistry.....	3
CH 421L	Thermochemistry Lab.....	1
CH 423	Quantum Chemistry .....	3
CH 423L	Quantum Chemistry Lab .....	1
MA 273	Calculus III .....	4
PS 251W	General Physics III.....	4
Two additional approved math or physics courses.....		6-8

### Requirements for a Chemistry Minor (20)

CH 161	General Chemistry I .....	3
CH 161L	General Chemistry I Lab .....	1
CH 181	General Chemistry II.....	3
CH 181L	General Chemistry II Lab .....	1
CH 271	Organic Chemistry I .....	3
CH 271L	Organic Chemistry I Lab .....	1



Two of the following:	8
CH 278*	Organic Chemistry II plus lab
CH 351	Inorganic Chemistry plus lab
Either:	CH 335W Analytical Chemistry* plus lab or
	CH 336 Spectroscopic Analysis plus lab
Either:	CH 421W Thermochemistry plus lab or
	CH 423 Quantum Chemistry plus lab

\*This course and the following are required for a Washington state endorsement in chemistry:

MA 171, MA 256	7
EDU 455	Methods of Teaching Science: Secondary

All endorsements subject to change; see School of Education for updated requirements.

## Requirements for a Science Endorsement for Majors in Biology, Chemistry, or Physics (32)

BI 150	Cell Biology	2
BI 152	Animal Biology	2
BI 153	Plant Biology	2
BI 154	Microbial Biology	2
CH 161/162	General Chemistry I	3
CH 161L	General Chemistry I Lab	1
One of the following		4
CH 271	Organic Chemistry plus Lab	
CH 181	General Chemistry II plus Lab	
PS 151*	General Physics I	4
PS 153*	General Physics II	4
PS 141	Introduction to Astronomy	4
One of the following		4
GL 131	Understanding Earth	
GL 139	Environmental Geology	
NS 101	Earth and Sky	

\*Note: PS 151 has a prerequisite of MA 171 (Calculus I) and PS 153 has a prerequisite of MA 172 (Calculus II).

## Nutrition Course

<b>NF 315</b>	<b>Nutrition</b>	<b>3</b>
Consideration of nutrients and their functions in the body. Discussion of nutrition and health, clinical applications of nutrition, facts and fallacies about diet. Prerequisite: CH 101. Fall semester.		

## Natural Science Course

<b>NS 101</b>	<b>Earth and Sky</b>	<b>3</b>
Study of geology and astronomy, including the structure of the earth, the nature and origin of the solar system, and fundamental underlying physical concepts. For elementary-education students. Fall semester.		

## Chemistry Courses

<b>CH 101</b>	<b>Introduction to Chemistry</b>	<b>3</b>
An exploration of fundamental concepts in chemistry for nursing majors and other selected allied health fields. Recommended for science majors whose chemistry background is not adequate for initial placement in CH 161. Fall semester.		
<b>CH 101L</b>	<b>Introduction to Chemistry Lab</b>	<b>1</b>
Basic laboratory practices, titration, radioisotope measurement, simple synthesis. Prerequisite: concurrent enrollment in CH 101. Fall semester.		

- CH 102 Bioorganic Chemistry** 3  
Fundamentals of organic chemistry and biochemistry for nursing students. Organic structure, isomerism, nomenclature. Properties and reactions of lipids, carbohydrates, proteins. Prerequisite: CH 101 or CH 161. Spring semester.
- CH 102L Bioorganic Chemistry Lab** 1  
Simple quantitative analysis, separation techniques, enzyme studies. Prerequisite: concurrent enrollment in CH 102. Spring semester.
- CH 111 Green Chemistry for a Sustainable Future** 3  
The focus will be on environmentally friendly chemistry (green chemistry) applied to the design, development, and implementation of chemical processes and products that are not harmful to humans or to the environment. Basic math and algebra skills will be used. For non-majors. Periodic Jan Term offering.
- CH 112 Chemistry and Health** 3  
Applications of chemical principles to concepts of health and disease. Overview of chemistry discoveries and their contributions to understanding current health issues. For non-majors. Periodic Jan Term offering.
- CH 121 Molecules and the Mind** 3  
Exploration of chemical and biochemical processes related to brain function in health and disease. Relation of chemistry to issues in mental illness, substance abuse and addiction, and diseases of the brain. Examination of current environmental factors (such as lead exposure) and brain function. Discussion of current issues in behavior and biochemistry. For non-majors. Periodic Jan Term offering.
- CH 122 Chemistry in Modern Living** 3  
Overview of current chemical issues, for the non-science student. Topics may include air pollution, global warming, ozone layer, acid rain, nuclear energy, solar energy, plastics, nutrition and/or pharmaceutical drugs. Basic math and algebra skills will be used. For non-majors. Periodic Jan Term offering.
- CH 161 General Chemistry I** 3  
Foundational course in chemistry. Treatment of measurement concepts, atomic and molecular theories, radioactivity, chemical reactions, basic calculations. Prerequisite: one year of high-school chemistry and demonstrated mathematics proficiency. Students without this prerequisite must take CH 101 before electing CH 161. Fall semester.
- CH 161L General Chemistry I Lab** 1  
Basic laboratory techniques, simple synthesis, titration, qualitative analysis. Prerequisite: CH 161, CH 162, or concurrent enrollment. Fall semester.
- CH 162 Honors General Chemistry I** 3  
An advanced treatment of topics covered in CH 161, with emphasis on environmental applications.
- CH 181 General Chemistry II** 3  
Properties of solutions, introduction to kinetics, acid-base concepts, equilibrium, nuclear radioactivity, electrochemistry, and thermochemistry. Prerequisite: CH 161 or CH 162. Spring semester.
- CH 181L General Chemistry II Lab** 1  
Titrations, equilibrium constant determination, reaction kinetics, electrochemical studies. Prerequisites: CH 161L and concurrent enrollment in CH 181. Spring semester.
- CH 196 Topics in Chemistry** 1-3  
Selected lower-division topics in chemistry. Periodic offering.

**CH 271 Organic Chemistry I****3**

Detailed treatment of basic organic chemistry concepts. Nomenclature, conformational and structural analysis, basic reaction mechanisms. Prerequisite: CH 181. Fall semester.

**CH 271L Organic Chemistry I Lab****1**

Preparation, purification and identification of organic compounds. An introduction to organic synthesis. Prerequisites: CH 181L and concurrent enrollment in CH 271. Fall semester.

**CH 278 Organic Chemistry II****3**

Reactions of organic molecules, mechanisms of reactions and how such reactions may be employed in the synthesis of new compounds. Prerequisite: CH 271. Spring semester.

**CH 278L Organic Chemistry II Lab****1**

Synthetic techniques for organic compounds, design of multi-step synthesis. Prerequisites: CH 271L and concurrent enrollment in CH 278. Spring semester.

**CH 335W Analytical Chemistry****3**

Sampling, basic statistics, quality control, UV-visible absorption techniques, fluorescence measurements, ion-selective electrodes, atomic absorption. Prerequisites: CH 181 and CH 271, (CH 278 suggested). Fall semester, odd years.

**CH 335L Analytical Chemistry Lab****1**

Statistical analysis of data, separation techniques, use of instrumentation in solving analytical problems. Prerequisite: concurrent enrollment in CH 335W. Fall semester, odd years.

**CH 336 Spectroscopic Analysis****3**

Advanced treatment of the most common spectroscopic techniques including UV-Vis, IR, NMR, and GC-MS. Prerequisites: CH 181 and CH 278. Spring semester, even years.

**CH 336L Spectroscopic Analysis Lab****1**

Use of instrumentation in solving analytical problems. Prerequisite: concurrent enrollment in CH 336. Spring semester, even years.

**CH 351 Inorganic Chemistry****3**

A study of the elements (especially metals) and their compounds. Bonding, crystal-field theory, coordination compounds, organometallics, symmetry, group theory and descriptive inorganic chemistry. Prerequisites: CH 181 and MA 171. Spring semester, even years.

**CH 351L Inorganic Chemistry Lab****1**

Approaches to synthesis of inorganic compounds. Prerequisite: concurrent enrollment in CH 351. Spring semester, even years.

**CH 381, 383, 481, 483 Chemistry Seminars****1**

Discussion of current chemical topics. Student presentations, guest lectures, attendance at local scientific meetings. By permission. Prerequisite: junior standing for 381 and 383; senior standing for 481 and 483.

**CH 396 Topics in Chemistry****1-3**

Selected upper-division topics in chemistry. Periodic offering.

**CH 401 Biochemistry I****3**

Structure and function of major classes of biomolecules. Overview of enzyme catalysis and kinetics. Prerequisites: CH 271 and CH 278. Fall semester.

**CH 401L Biochemistry I Lab****1**

Separations, assays, and kinetic studies in biochemical systems. Primary focus is on amino acids, peptides, and protein enzymes. Prerequisites: CH 271L and CH 401. Spring semester.

**CH 403W Biochemistry II****3**

Study of metabolic pathways and biochemical energy conversions. Overview of gene transcription, translation, and cellular controls. Prerequisite: CH 401. Spring semester, odd years.

**CH 421W Thermochemistry****3**

Kinetics, thermodynamics, liquids and solids, changes of state, phase diagrams. Prerequisites: CH 181, PS 153, and MA 172. Fall semester, even years.

**CH 421L Thermochemistry Lab****1**

Energetic, kinetic and thermodynamic studies. Primary focus is on phase transitions, mixtures, and gases. Prerequisite: concurrent enrollment in CH 421W. Fall semester, even years.

**CH 423 Quantum Chemistry****3**

A study of quantum mechanics and its significance in rotational, vibrational and electronic spectroscopy. Prerequisites: CH 181, PS 153 and MA 172. Spring semester, odd years.

**CH 423L Quantum Chemistry Lab****1**

Infrared and electronic spectroscopy, laser spectroscopy and computer modeling of quantum chemistry problems. Prerequisite: concurrent enrollment in CH 423. Spring semester, odd years.

**CH 493 Literature Preparation for Research****1**

This course should be taken during the term preceding the one in which the student plans to carry out a research project. After selecting a research project with a faculty member, the student will perform a literature search and initiate ordering of any necessary chemical supplies and/or equipment needed to perform the research. By permission.

**CH 494 Research in Chemistry****2**

Student pursuit of a laboratory problem of fundamental interest, under direct guidance of a faculty member. At the conclusion of the research, students will be required to submit their notebooks for evaluation, write a paper, and undertake one of the following: to make a poster display, to present a seminar on the research findings, or to create a website of their research. By permission.

**CH 496 Off-campus Research in Chemistry****3**

Students may perform a research project at an off-campus facility such as another university, an industry site or a national laboratory. Forty hours of research experience are to be completed for each semester-credit granted. Thus, 120 hours of research work must be performed in order to earn three credits. During the semester in which the student returns to campus, s/he will be evaluated based on faculty conversations with the student's field supervisor. The student will also be expected to write a paper, and to undertake one of the following: to present a seminar on the research findings, to create a poster display, or to create a website on the research. This course can only be taken with prior faculty approval.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.

# Communication Studies

Faculty: Virginia Whitehouse (chair), Heather Crandall, Michael Ingram, Gordon Jackson, James McPherson, Alan Mikkelsen, Ronald Pyle

www.whitworth.edu/communicationstudies  
commstudies@whitworth.edu

The Whitworth University Communication Studies Department provides students with the theories and skills necessary for effective communication in diverse contexts. Working within the tradition of liberal arts, the department introduces students to theoretical, historical and philosophical assumptions fundamental to communication scholarship and practice.

The learning outcomes of this major prepare the student to:

- Be aware of the relationships between the theory and practice of journalism or speech communication and the student's faith or worldview.
- Demonstrate writing skills required to excel in an entry-level communications-related job and/or graduate school.
- Demonstrate public speaking and presentation skills required to excel in an entry-level communications-related job and/or graduate school.
- Demonstrate interpersonal skills required to excel in job, family and other contexts.
- Demonstrate critical thinking skills required to excel in the intellectual, professional and personal dimensions of life.
- Demonstrate skills necessary to make and defend sound ethical decisions.
- Demonstrate ability to work cooperatively.
- Demonstrate appropriate knowledge of and proficiency with communication technology.
- Understand the history and theory of the disciplines of journalism and mass communication or speech communication.
- Understand legal and philosophical principles underlying freedom of expression.
- Apply communication skills in cross-cultural settings.
- Experience a communications internship that clarifies the student's career goals and provides practical preparation for the student's career.

The Whitworth Communication Studies Department offers a major and a minor in each of three areas: communication, journalism and mass communication, and speech communication.

## Requirements for a Communication Major, B.A. (42-44)

JMC 125	Writing for Mass Media.....	3
JMC/SP 209	Introduction to Communication Research.....	3
JMC/SP 212	Theories of Human Communication.....	3
SP 113	Interpersonal Communication.....	3
SP 210	Introduction to Public Speaking.....	3
One writing course:.....		3
JMC 325W	Reporting for Mass Media	
JMC 362W	Article and Feature Writing	
One professional skill course: .....		3-4
JMC 236	Introduction to Radio Broadcasting	
JMC 244	Publicity and Public Relations	
JMC 336	Introduction to Television Broadcasting	
JMC 343	Editing, Layout and Design	
One speech course: .....		3-4
SP 223	Small-Group Communication	
SP 323	Organizational Communication	
SP 362	Argumentation and Debate	



SP 398	Intercultural Communication	
SP 410	Advanced Public Speaking	
SP 415	Persuasion	
One history course:		3
JMC 347	Mass Media History	
SP 347W	History and Theory of Rhetoric	
One freedoms course:		3
JMC 402	Mass Media Law	
SP 402	Freedom and Responsibility of Speech	
One ethics course:		3
JMC 493W	Communication Ethics	
SP 493W	Communication Ethics	
One of the following:		3
JMC 490	Internship	
SP 490	Internship	
Six semester credits of departmental electives (excluding JMC 245, 246, 247, 445, 446, 447)		6

## Requirements for a Journalism and Mass Communication Major, B.A. (42)

JMC 125	Writing for Mass Media	3
JMC 209	Introduction to Communication Research	3
JMC 212	Theories of Human Communication	3
JMC 347	Mass Media History	3
JMC 402	Mass Media Law	3
JMC 490	Internship	3
JMC 493W	Communication Ethics	3
SP 113	Interpersonal Communication	3
One broadcasting course:		3
JMC 236	Introduction to Radio Broadcasting	
JMC 336	Introduction to Television Broadcasting	
One professional skill course:		3-4
JMC 244	Publicity and Public Relations	
JMC 343	Editing, Layout and Design	
One writing course:		3
JMC 325W	Reporting for Mass Media	
JMC 362W	Article and Feature Writing	
Upper-division journalism elective, (excluding JMC 445, 446, 447)		3
Two departmental electives (excluding JMC 245, 246, 247, 445, 446, 447)		6

## Requirements for a Speech Communication Major, B.A. (43)

SP 113	Interpersonal Communication	3
SP 209	Introduction to Communication Research	3
SP 210	Introduction to Public Speaking	3
SP 212	Theories of Human Communication	3
SP 223	Small-Group Communication	4
SP 347W	History and Theory of Rhetoric	3
SP 402	Freedom and Responsibility of Speech	3
SP 490	Internship	3
SP 493W	Communication Ethics	3
JMC 125	Writing for Mass Media	3
Upper-division speech electives		6
Two departmental electives: (excluding JMC 245, 246, 247, 445, 446, 447)		6

**Requirements for a Communication Minor (15)**

JMC 125	Writing for Mass Media.....	3
SP 113	Interpersonal Communications.....	3
JMC/SP 212	Theories of Human Communication .....	3
JMC 493W or SP 493W	Communication Ethics .....	3
One approved upper-division course .....		3

**Requirements for a Journalism and Mass Communication Minor (16)**

JMC 125	Writing for Mass Media.....	3
JMC 325W	Reporting for Mass Media .....	3
JMC 343	Editing, Layout, and Design.....	4
JMC 493W	Communication Ethics.....	3
One approved journalism course .....		3

**Requirements for a Speech Communication Minor (15)**

SP 113	Interpersonal Communication.....	3
SP 210	Introduction to Public Speaking .....	3
SP 212	Theories of Human Communication .....	3
SP 493W	Communication Ethics.....	3
One approved upper-division speech-communication course .....		3

**Requirements for a Minor in Visual Communication (19)**

JMC 125	Writing for Mass Media.....	3
JMC 343	Editing, Layout and Design.....	4
AR 120	Design I .....	3
AR 124	Introduction to Photoshop and Illustrator .....	3
Two of the following:.....		6

AR 224	Digital Imaging I
AR 225	Web Design
AR 324	Digital Imaging II
SP 212	Theories of Human Communication
JMC 315	Media Criticism

**Journalism and Mass Communication Courses****JMC 125 Writing for Mass Media 3**

News values; creativity and structure in news writing; journalistic style and format; accuracy, clarity and conciseness in writing; basic reporting and research skills, interviewing, listening, observing and note taking. Fall and spring semesters.

**JMC 196 Topics in Journalism 1-3**

Selected lower-division topics in journalism. Periodic offering.

**JMC 209 Introduction to Communication Research 3**

An introduction to communication-studies research methods and tools, including traditional and electronic resources. Students will develop scholarly writing and argumentation skills. Spring semester.

**JMC 212 Theories of Human Communication 3**

A comprehensive treatment of major theoretical approaches toward understanding the production and interpretation of human communication. Fall and spring semesters.

**JMC 231 Photojournalism 3**

Introduces photojournalism and the photographic and visual skills needed to create a compelling news image. Students shoot and critique documentary-style photographs and begin to develop a professional portfolio that includes news, feature, sports, portrait and picture stories. Fall semester.

- JMC 236 Introduction to Radio Broadcasting** **3**  
On-air aspects of radio broadcast journalism. Introduction to using studio equipment. Basic production of audiotapes and CDs. Basic news writing, public-service announcements, and air checks. Fee. Prerequisite: JMC 125 or by permission. Spring semester, even years.
- JMC 244 Publicity and Public Relations** **3**  
Role and effect of publicity, public relations in the United States. Public relations process, public-opinion polling. Development, evaluation of public-relations programs. Prerequisite: JMC 125. Fall and spring semesters.
- JMC 245 Applied Journalism: Newspaper** **1**  
Staff work on university newspaper. May be repeated for credit. Fall and spring semesters.
- JMC 246 Applied Journalism: Radio** **1**  
Staff work on university radio station. May be repeated for credit. Fall and spring semesters.
- JMC 247 Applied Journalism: Yearbook** **1**  
Staff work on university yearbook. May be repeated for credit. Fall and spring semesters.
- JMC 315 Media Criticism** **3**  
Analysis of messages from primary mass-media sources including print and broadcast news, Internet, entertainment and advertising. Class uses various tools to examine how messages are used by media producers and audiences to create meaning. Spring semester.
- JMC 325W Reporting for Mass Media** **3**  
News-gathering techniques and strategies including direct observation; participant observation and interviewing; using public records and documents, libraries and statistics; dealing with sources; polls and surveys. Prerequisite: JMC 125. Spring semester.
- JMC 336 Introduction to Television Broadcasting** **3**  
On-air aspects of television broadcast journalism. Introduction to using studio and field video equipment including lighting and sound. Basic news writing and production. Studio production of broadcast-quality audition tape. Fee. Prerequisite: JMC 125. Fall semester.
- JMC 337 Advanced Television Production** **3**  
Mastery of advanced field production, including shooting, editing, script writing, camera and lens operation, graphics, and basic animation, is accomplished while student creates a professional product for a client. Prerequisite: JMC 336. Spring semester, odd years.
- JMC 343 Editing, Layout, and Design** **4**  
Introduction to principles of page layout and design, with emphasis on preparing text and visual elements for a mass-media audience by using desktop-publishing techniques. Prerequisite: JMC 125. Fall semester.
- JMC 346 Media Impact in the Contemporary U.S.** **3**  
Students taking this study program visit New York and Washington, D.C., to learn from media executives and scholars what they believe are the main issues currently facing the media; course also explores impact of the media on contemporary U.S. society. Media industries visited will include newspapers, television, radio, magazine and book publishing, and advertising. Jan Term, odd years.
- JMC 347 Mass Media History** **3**  
Origins and development of print and broadcast mass media in the United States. Prerequisite: JMC/SP 212. Fall semester.

**JMC 362W Article and Feature Writing****3**

Editorial writing, interpretive and critical writing, and magazine writing for publication. Prerequisite: JMC 125. Jan Term.

**JMC 396 Topics in Communication****1-3**

Selected topics in mass communication such as international communication, media management, propaganda. Offered periodically.

**JMC 402 Mass Media Law****3**

The First Amendment and court-protected freedom of expression, libel, right of privacy, copyright, covering government and the courts, broadcast regulation. Prerequisite: JMC/SP 212. Fall semester.

**JMC 445 Editorial Practicum: Newspaper****1**

Editorial work on university newspaper. Prerequisites: JMC 245 and appointment to editorial position. May be repeated for credit. Fall and spring semesters.

**JMC 446 Broadcast Management Practicum: Radio****1**

Management work on university radio station. Prerequisites: JMC 246 and appointment to management position. May be repeated for credit. Fall and spring semesters.

**JMC 447 Editorial Practicum: Yearbook****1**

Editorial work on university yearbook. Prerequisites: JMC 247 and appointment to editorial position. May be repeated for credit. Fall and spring semesters.

**JMC 493W Communication Ethics****3**

Nature and criteria of ethical behavior; personal and organizational ethical issues facing the mass media, including the power of the media, news-gathering and reporting techniques, media-source relations, privacy, freedom of the press, taste, conflicting interests, fairness and objectivity. Senior standing. Spring semester.

**Speech Communication Courses****SP 113 Interpersonal Communication****3**

Introductory course to communication studies that surveys perception, self-concept, feedback, listening, disclosure, conflict management, language and nonverbal communication. Every semester.

**SP 196 Topics in Speech Communication****1-3**

Selected lower-division topics in speech communication. Periodic offering.

**SP 209 Introduction to Communication Research****3**

An introduction to communication-studies research methods and tools including traditional and electronic resources. Students will develop skills in scholarly writing and argumentation. Spring semester.

**SP 210 Introduction to Public Speaking****3**

Introductory course to speech construction and delivery. Speech skills are surveyed, including research, listening and nonverbal communication. Fall and spring semesters, and periodic Jan Terms.

**SP 212 Theories of Human Communication****3**

A comprehensive treatment of major theoretical approaches toward understanding the production and interpretation of human communication. Fall and spring semesters.

**SP 223 Small-Group Communication****4**

A theoretical and practical look at group communication processes such as conflict management, decision-making, group dynamics, leadership and problem solving. Fall or spring semester.

- SP 312 South Africa Program Preparation 1**  
Structure, process and function of communication in organizations, including diagnosing communication problems, analyzing communication networks and managing communication. Prerequisite: oral-communication requirement. Spring semester, even years.
- SP 313 Advanced Interpersonal Communication 3**  
Explores communication issues in the development of personal relationships – specifically friendships and romantic, family, and work relationships. Topics include the processes of establishing relationships, maintaining relationships, and coping with relational challenges. Spring semester, odd years.
- SP 323 Organizational Communication 3**  
Structure, process and function of communication in organizations, including diagnosing communication problems, analyzing communication networks and managing communication. Prerequisite: oral-communication requirement. Spring semester, odd years.
- SP 336 Gospel Proclamation 3**  
Also listed as TH 336. By permission only. Fall semester.
- SP 338 Small-Group Ministry 3**  
Also listed as TH 338. By permission only. Spring semester.
- SP 341 Communication in South Africa 3**  
Program includes home stays with South African families and meetings with media, political and religious leaders. Extensive travel throughout the country, including a visit to a game reserve. Jan Term, even years.
- SP 347W History and Theory of Rhetoric 3**  
The origin and development of speech communication from its earliest conceptions in ancient Greece through the present, with particular emphasis on the theories of rhetoric. Prerequisite: JMC/SP 212. Spring semester.
- SP 355 Parliamentary Procedure 1**  
Study of the communication rules to follow when conducting formal meetings. Study of constitutions and bylaws. Periodic offering.
- SP 362 Argumentation and Debate 4**  
An in-depth course on the construction and delivery of valid arguments, logical and emotional appeals, attitude change, fundamentals of academic debate and practical application of persuasive methods. Course surveys American presidential debates and models of argument. Prerequisite: SP 210. Fall semester, even years.
- SP 384 Communication in France 5**  
Study of human interpersonal communication and other communication practices in France. Class promotes cross-cultural understanding by study of ritual, status, symbols, verbal and nonverbal communication. Intent is to broaden cultural awareness and understand oral communication practices of French and American cultures. Visits to sites such as museums, businesses, media outlets and churches, along with interactions with French religious, cultural and community representatives, provide students with firsthand experiences to understand similarities and differences between American and French communication styles. Part of the France Study Program. Every three years.
- SP 387 Rhetorical Criticism 3**  
An introduction to the most frequently employed methods of rhetorical criticism. Students apply various methodological approaches to investigate the rhetoric of public speaking, film, television, song and humor. Prerequisite: SP 210. Periodic offering.
- SP 396 Topics in Speech Communication 3**  
Selected upper-division topics in speech communication, such as interviewing, sermon analysis and rhetorical criticism. Periodic offering.



**SP 398 Intercultural Communication****3**

Study of how elements such as ritual, status, symbolism, concepts of time and use of space create our worldviews. Class promotes cross-cultural understanding using interactive and visual communication to communicate effectively across cultures. Intent is to broaden cultural awareness and enhance multicultural literacy. Offered every year.

**SP 402 Freedom and Responsibility of Speech****3**

An in-depth examination of the First Amendment and court-protected freedom of expression, including sedition and political speech, religious speech, protest speech, academic freedom, and symbolic expression. Prerequisite: JMC/SP 212. Fall semester, odd years.

**SP 410 Advanced Public Speaking****3**

An in-depth course covering speech construction in different contexts. Students deliver a variety of persuasive speeches. Emphasis on reasoning, delivery skills and speech criticism. Prerequisite: SP 210. Spring semester, even years.

**SP 415 Persuasion****3**

Study and application of persuasion theories and research as they relate within interpersonal, media, ministry and other contexts. The course will consider, primarily from a social-science perspective, how speakers, messages and various persuasive appeals can modify attitudes and behaviors. Fall semester.

**SP 436 African-American Preaching****3**

An introduction to preaching in African-American traditions as a distinctive communication event. Emphasis is given to historical, cultural, theological, and rhetorical dimensions of preaching in African-American traditions. Jan Term, odd years.

**SP 493W Communication Ethics****3**

An in-depth examination of the nature and criteria of ethical oral-communication behavior in interpersonal, public-speaking, group and intercultural settings. Examines ethical theories and their application to credibility, lying and persuasion in social, political and religious contexts. Prerequisite: senior standing. Spring semester.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.

# School of Global Commerce & Management

## Economics & Business Department

The Whitworth School of Global Commerce & Management comprises the department of economics & business, the organizational-management program (a program for the adult learner seeking a baccalaureate degree), and the following graduate programs: master in business administration (MBA), the MBA in international management, and the master of international management (MIM).

**FACULTY:** Craig Hinnenkamp (chair), Mary Alberts, Mauro Amor, Christie Anderson, Jack Burns, Jack Gambill, Douglas Laher, Margie Ness LaShaw, Karla Morgan, Heather Rogers, Richard Schatz, Brad Sago

[www.whitworth.edu/economics&business](http://www.whitworth.edu/economics&business)  
[econbusiness@whitworth.edu](mailto:econbusiness@whitworth.edu)

The mission of the Whitworth Department of Economics & Business is to prepare our students to be competent, capable, and ethical managers and professionals in business, nonprofit, governmental and academic organizations.

The learning outcomes of this major prepare the student to do the following:

- Understand the sources and uses of data and to know how to evaluate and use data and other information.
- Think and function independently as professionals, and in particular to be able to foresee and solve problems.
- Understand the legal, economic, business and organizational cultures and environment that frame graduates' professional work.
- Communicate well, both within and across cultural and national barriers, and work effectively in teams of diverse individuals; and
- Begin to be able to integrate their spiritual and ethical values with their chosen professional vocations.

### Prerequisites for all Department of Economics & Business Majors and Minors

A grade of "C" or better is required for all prerequisites.

1. Prior to the sophomore year:

CS 125 Introduction to Business-Information Systems ..... 3

One of the following: ..... 4

MA 108 Finite Mathematics

MA 150 Algebra and Trigonometry

MA 171 Calculus I

2. Prior to or during the junior year:

MA 256 Probability and Statistics ..... 3

### Business Core Requirements

(33)

(For all Economics & Business Majors)

BU 110 Introduction to Business and Management ..... 3

BU 230 Financial Accounting ..... 3

BU 231 Managerial Accounting ..... 3

EC 210 Principles of Microeconomics ..... 3

EC 211 Principles of Macroeconomics ..... 3

BU 218 Marketing ..... 3

BU 240 Business Law ..... 3

BU 311	Principles of International Business.....	3
BU 357	Financial Management.....	3
BU 450W	Social and Ethical Issues in Business.....	3
BU 410	Business Policy.....	3

## **Requirements for a Business Management Major, B.A. (51)**

Business Core Requirements .....	33
BU 376 Global Operations/Supply Chain Management.....	3
BU 425 Organizational Behavior .....	3
BU 453W Organizational Theory.....	3
BU 373 Human-Resource Management.....	3
Two of the following:.....	6
BU 363W Small-Business Management	
BU 396 Topics in Management	
BU 402 International Management	
BU 490 Management Internships	
BU 493 Entrepreneurial Development	
LS 250 Principals of Service and Leadership	

## **Requirements for an Economics Major, B.A. (51)**

Business Core Requirements .....	33
EC 320 Intermediate Microeconomic Analysis .....	3
EC 321W Intermediate Macroeconomic Analysis .....	3
EC 365W History of Economic Thought.....	3
Three of the following: .....	9
EC 301 Money and Banking	
EC 345 Economics of Social Issues	
EC 416 International Trade and Finance	
EC 425 Economic Development	
EC 470 Senior Thesis/Special Topics	
PO 423W Marxism and the Socialist World	

## **Requirements for an Accounting Major, B.A. (54)**

Business Core Requirements .....	33
BU 332      Cost Accounting.....	3
BU 333      Accounting Systems and Theory.....	3
BU 334      Intermediate Accounting I .....	3
BU 335      Intermediate Accounting II .....	3
BU 336      Introduction to Taxation .....	3
BU 466W    Principles of Auditing.....	3
One of the following:.....	3
BU 431      Managerial/Cost-Case Analysis	
BU 434      Advanced Accounting I	
BU 435      Governmental and Not-for-Profit Accounting	
BU 436      Advanced Taxation	
EC 402      Econometrics	

## **Requirements for an International Business Major, B.A. (51-59)**

Business Core Requirements .....	33
Three of the following: .....	9
BU 402	International Management
EC 416	International Trade and Finance
BU 345	Global Marketing
EC 425	Economic Development
BU 376	Global Operations/Supply-Chain Management

Two of the following:..... 5-6

- PO 151 International Relations
- PO 353W Political Economy
- PO 240W Comparative Politics
- SP 398 Intercultural Communication
- BU 403 Political Environments for Business and Development

Complete an international study experience ..... 0-3

- by participating in any one of Whitworth's semester- or year-long study-abroad programs
- by participating in one of Whitworth's Jan Term or other short-term study programs
- by participating in a summer international business internship program
- by completing an international internship work experience of at least 120 hours
- by other pre-approved international educational experiences or special arrangements at other institutions

Foreign Language Requirement ..... 6-8

To complete the degree, a student must either demonstrate or complete second-year proficiency in a second language; students who demonstrate second-year proficiency and who do not need any further language courses may enroll in any other courses listed above or, with prior approval from their advisors, in other international-related courses from the Whitworth catalog to achieve at least 18 hours minimum coursework for the major.

*Note: The International Business Institute is a consortium of several Christian liberal-arts colleges and universities, including Whitworth, which offers a 10-week summer program for senior-level students in Russia and Europe, providing 12 credits toward specific courses in the international-business major. For more information, contact the dean of the School of Global Commerce & Management.*

## Requirements for a Marketing Major, B.A. (51)

Business Core Requirements ..... 33

- BU 301 Consumer Behavior ..... 3
- BU 341 Customer Relationship and Channel Management ..... 3
- BU 348 Integrated-Marketing Communication ..... 3
- BU 443 Product and Pricing Management ..... 3
- BU 489 Marketing Planning and Implementation ..... 3

One of the following:..... 3

- JMC 244 Publicity and Public Relations
- BU 345 Global Marketing
- BU 444 eCommerce
- BU 448 Market Research
- BU 490 Marketing Internship
- BU 496 Topics in Marketing

## Requirements for an Accounting Minor (45)

Business Core Requirements, ..... 33

- BU 332 Cost Accounting ..... 3
- BU 333 Accounting Systems and Theory ..... 3
- BU 334 Intermediate Accounting I ..... 3
- BU 335 Intermediate Accounting II ..... 3

## Requirements for a General Business Minor (18)

(For non-economics & business department majors)

- BU 110 Introduction to Business and Management ..... 3
- BU 230 Financial Accounting ..... 3
- EC 210 Principles of Microeconomics ..... 3
- BU 218 Marketing ..... 3
- BU 240 Business Law ..... 3
- BU 311 Principles of International Business ..... 3

## Business-Management Courses

### **BU 110 Introduction to Business and Management**

**3**

An overview of management issues in a global business environment: organizations, finance, marketing, accounting, entrepreneurship, economics, vocation planning, and socially responsible management. Fall and spring semesters.

### **BU 196 Topics in Business Management**

**1-3**

Selected lower-division topics in business management. Periodic offering.

### **BU 218 Marketing**

**3**

Introduction to ways in which organizations find, attract, and retain customers via the use of the marketing mix in an increasingly competitive and global environment. Prerequisites: BU 110 and sophomore standing. Fall and spring semesters.

### **BU 220, 420 Personal Financial Management**

**3**

Practical information in the handling of personal business affairs. Career planning; insurance (life, health, property); home-buying or renting; investing in stocks, bonds and real estate; estate planning. No prerequisites for lower division. Upper-division credit by permission. Periodic offering.

### **BU 230 Financial Accounting**

**3**

A study of the fundamental processes of accounting applied to services and merchandising proprietorships, partnerships and corporations. Analyzing, classifying and recording business transactions; preparation and analysis of financial statements. Prerequisites: MA 108, MA 150 or MA 171 and BU 110. Fall and spring semesters.

### **BU 231 Managerial Accounting**

**3**

Introduction to ways in which management uses accounting information in planning, pricing and controlling, as well as in special decision-making situations. Prerequisites: MA 108, MA 150 or MA 171 and BU 230. Fall and spring semesters.

### **BU 240 Business Law**

**3**

A consideration of the laws affecting business transactions. Introduction to law, court systems, torts, criminal law, contracts, sales and real property. Prerequisites: BU 110 and sophomore standing. Fall and spring semesters.

### **BU 248 Computerized Business Analysis**

**3**

Solutions to business problems using the computerized spreadsheet, elementary database and presentation software. Prerequisites: CS 110 or CS 125 and BU 230. Periodic offering.

### **BU 301 Consumer Behavior**

**3**

A study of the factors that influence the buying behavior of consumers. Emphasizes the relationship between understanding these variables in selected markets and creating an effective marketing effort. Prerequisite: BU 218. Fall semester.

### **BU 303 Human Resources Today**

**3**

A comprehensive overview of human resources with particular attention to the role of HR in organizations, the strategic planning process, ethical issues, legislative environment, assessment of HR-development needs, training, and motivation, career development, performance management and measurement.

### **BU 304 Compensation Systems**

**3**

Focus on pay administration, government-mandated and voluntary benefits, compensation and benefits for domestic and international employees. Also addresses the design, communication and evaluation of total compensation systems and the impact of key federal laws and regulations on occupational health, safety and security. For continuing-studies evening students only.



**BU 311 Principles of International Business 3**

Introduction to and survey of the complex business and economic issues in an international commercial environment. Includes exposure to global marketing, management, finance, economics and accounting issues, integration of cross-cultural communications, history, politics, religion, gender and equity issues, and culture around the globe. Prerequisite: BU 110. Fall and spring semesters.

**BU 315 Funding and Grant-Writing 3**

Identification of potential funding sources and preparation of application documents. Analysis of successful grant proposals and assistance from local resources. Periodic offering. For continuing-studies evening students only.

**BU 330 Fund Accounting and Budget Management 3**

Overview of the accounting procedures associated with governmental and agency needs. Preparation of required reports and related documents; special focus on monitoring performance.

**BU 331 Project Management 3**

This course discusses the factors necessary for successful project management. Topics include project management concepts, needs-identification, the project manager, teams, project organizations, project communications, project planning, scheduling, control and associated costs. Project-management software tools will be an integral part of the course.

**BU 332 Cost Accounting 3**

Emphasis on the mechanics and applications of accounting principles and concepts for planning, control and decision-making. Cost behavior, cost-volume-profit relationships, responsibility accounting, standard costing, budgeting, relevant costing for non-routine decisions, capital budgeting. Prerequisites: BU 230, BU 231 and junior standing. Spring semester.

**BU 333 Accounting Systems and Theory 3**

Foundations of accounting concepts and theories, with emphasis on the role of information in decision-making within and about organizations. Introduction to accounting systems controls and designs. Prerequisites: BU 230, BU 231 and CS 125. Fall semester.

**BU 334, 335 Intermediate Accounting I, II 3**

Modern accounting theory and practice. Analysis of the determination of income and asset evaluation. Analysis of financial statements; special financial accounting and reporting problems. Explores GAAP guidelines. Prerequisites: BU 230 and BU 231. Fall and spring semesters.

**BU 336 Introduction to Taxation 3**

A study of the concepts involved in determination of federal income-tax liability, preparation of tax returns. Individual tax problems, tax planning. Introduction to corporation taxes. Prerequisites: BU 230 and BU 231. Spring semester.

**BU 341 Customer Relationship and Channel Management 3**

An examination of buyer-seller relations and the methods for distribution of products and services with the objective of developing high customer satisfaction and long-term customer relationships. Areas of focus will include the sales and sales-support functions, as well as development of effective distribution channels. Prerequisite: BU 301. Periodic offering.

**BU 345 Global Marketing 3**

A study of the issues facing marketers in the global arena and methods to reach selected international markets effectively. Prerequisite: BU 301. Periodic offering.

**BU 348 Integrated Marketing Communication 3**

An in-depth study and application of the role, theory, tools, planning and management of integrated-marketing communications. Students will explore communication with customers using various components of the promotional mix through multiple channels such as television, radio, print, direct marketing, outdoor and digital. Prerequisite: BU 301. Periodic offering.

**BU 357 Financial Management 3**

Analysis of role of chief financial officer. Study of the tools of financial analysis and decision-making. Emphasis on management of revenues and expenses, assets and liabilities. Information about raising capital from the sale of stocks and bonds. Prerequisites: BU 230, BU 231, EC 210, EC 211, and junior standing. Fall and spring semesters.

**BU 363W Small-Business Management 3**

Comprehensive coverage of all the operational areas involved in selecting a business and getting it started. Business plans, funding and market analysis are included. Uses local resources to share opportunities and problems. Prerequisites: BU 230, EC 210 or EC 211, and junior standing. Periodic offering.

**BU 373 Human-Resources Management 3**

Areas of management related to obtaining and maintaining effective human resources. Discussion, speakers and actual cases. Prerequisite: BU 110. Periodic offering.

**BU 374 Principles of Management 3**

A study of the theory and practice of management of organizations, with emphasis on strategy, structure, effective use of human resources, planning, organizing, integrating and controlling functions. Prerequisite: junior standing. Periodic offering.

**BU 376 Global Operations/Supply Chain Management 3**

Decision-making involving the management of all aspects of operations in both large- and medium-sized business organizations and in product and service companies. Study of the quantitative tools used in making these analyses and decisions. Prerequisites: MA 108, MA 150 or MA 171 and MA 256 and BU 110 and junior standing. Fall and spring semesters.

**BU 381 International Business Abroad 3**

Establishes a basic understanding of the theory and practical application of the "hows" and "whys" of a particulate international culture abroad, particularly as it relates to the historic, present and future challenges of that economy and to doing business with various people groups at home and abroad. Business models unique to non-American cultures will be explored in depth.

**BU 396 Topics In Business Management 3**

Selected upper-division topics in business management. Periodic offering.

**BU 402 International Management 3**

Principles of management in the international environment. Strategic planning and decision-making in such areas as international marketing. Concepts of organizational design, leadership and control. Prerequisite: BU 311. Periodic offering.

**BU 403 Political Environments for Business and Development 3**

Introduction to important conceptual and practical approaches to political-risk assessment. Studies of government policies affecting business investment and development. Examination of political institutions; patterns of government interaction with business, leadership and risk management. Prerequisite: junior standing. Periodic offering.

**BU 410 Business Policy 3**

Capstone course for business majors, integrating the functions of marketing, operations and finance from the strategic vantage point of the general manager. Case studies. Prerequisites: BU 218, BU 311, BU 357 and senior standing. Fall and spring semesters.

**BU 411 Staffing and Labor Relations 3**

Topics include job analysis and documentation, effective recruitment, selection and staffing, employee-records management, key legislation on employee rights (EEO, affirmative action, discrimination and harassment), and the latest employment practices. For continuing-studies evening students only.

**BU 425 Organizational Behavior 3**

A general descriptive and analytical study of organizations from the behavioral-science perspective. Problems of motivation, leadership, morale, social structure, groups, communications, hierarchy and control in complex organizations. Interaction among technology, environment and human behavior. Alternate theoretical models. Prerequisites: BU 110 and junior standing. Fall and spring semesters.

**BU 431 Managerial/Cost Case Analysis 3**

In-depth study of cost data for planning and control through use of case studies. Includes value of design of information-theory systems and decision models relating to control of costs. Prerequisite: BU 332. Periodic offering.

**BU 434 Advanced Accounting I 3**

Emphasis on intercorporate investments and preparation of consolidated financial statements. Introduction to advanced topics and current problems in financial accounting, partnership accounting, and reporting theory and practice, including foreign-currency transactions. Prerequisites: BU 334 and BU 335. Fall semester.

**BU 435 Governmental and Not-for-Profit Accounting 3**

A study of accounting and financial-reporting standards for governmental and not-for-profit organizations. Prerequisite: BU 334 or BU 335. Periodic offering.

**BU 436 Advanced Taxation 3**

A continuing study of the concepts involved in determination of federal income-tax liability and preparation of tax returns. Partnership and corporate tax problems, tax planning, introduction to tax research included. Prerequisite: BU 336. Fall semester.

**BU 440 Advanced Business Law 3**

A continuing study of the laws affecting business transactions. Introduction to commercial transactions including the Uniform Commercial Code, various advanced topics such as environmental, computer, employee and international laws. Useful for accounting majors. Prerequisite: BU 240. Periodic offering.

**BU 443 Product and Pricing Management 3**

A study of the decisions related to products and services, including branding, new-product development, product improvements and product assortment, and issues/methods related to developing effective pricing policies and tactics. Prerequisite: BU 301. Periodic offering.

**BU 444 eCommerce 3**

An examination of the buying/selling/distribution of products, services and information via digital technologies. Students will gain an understanding of retail/organizational website-design issues, online consumer behavior, online customer service, and online order and fulfillment. Prerequisite: BU 301. Periodic offering.

**BU 448 Market Research 3**

A study of contemporary methods of gathering, analyzing and interpreting marketing information and how such information can be used in organizational decision-making. Prerequisite: BU 301. Periodic offering.

**BU 450W Social and Ethical Issues in Business 3**

Contemporary social, political, environmental and ethical forces affecting today's business and economic world. Seminar format. Dialogue with top local leaders in business, government and unions. Also listed as EC 450W. Fall and spring semesters.

### BU 453W Organizational Theory

3

Course examines organizational theory, development and change from several perspectives. Explores leadership and development of organizational strategies and objective setting. Prerequisite: BU 425. Periodic offering.

### BU 455 Chaos Theory, Leadership and Management

3

A capstone course in leadership theory. Application of theory and practice to a personal philosophy of leadership; application of that philosophy to future vocational and avocational objectives. Translation of theory into practice through a major course proposal. Project. Periodic offering.

### BU 466W Principles of Auditing

3

Standards, objectives and ethics for auditors in public accounting. Reporting standards, internal control, evidence and statistical sampling. Prerequisite: BU 334. Fall semester.

### BU 489 Marketing Planning and Implementation

3

An integrative experience that allows students to understand the relationships between various aspects of marketing and other functional areas of business. Prerequisites: senior standing and at least three of the following: BU 301, BU 341, BU 345, BU 348, BU 443, BU 444, BU 448, BU 496. Spring semester.

### BU 493 Entrepreneurial Development

3

A practical hands-on consulting experience in which students work with local entrepreneurs to develop business plans and compete for sustainable financing of a small business. Requires completion of business core except BU 410. Fall semester.

## Economics Courses

### EC 210 Principles of Microeconomics

3

Economics of the consumer and the firm; principles of market supply and demand and the determination of prices; analysis of competitive, monopolistic and oligopolistic markets; labor and other resource-input markets. Prerequisite: MA 108, MA 150 or MA 171. Fall and spring semesters.

### EC 211 Principles of Macroeconomics

3

Examination of problems of unemployment, inflation, productivity and economic growth; measurement of national income; Keynesian and classical theories of national income determination; fiscal and monetary policies and their implications; international economics. Prerequisite: MA 108, MA 109 or MA 171. Fall and spring semesters.

### EC 245, 345 Economics of Social Issues

3

Economic thinking about social problems such as population growth, price controls, poverty, higher education, energy, crime, pollution, consumerism, healthcare, social and economic inequality, unemployment, inflation, taxation and the public debt. Periodic Jan Term offering.

### EC 301 Money and Banking

3

Nature, function and regulation of money and credit. Review of the financial institutions that control domestic and international monetary policy. Prerequisites: BU 230, EC 210, and EC 211. Periodic offering.

### EC 320 Intermediate Microeconomic Analysis

3

Theory of consumer and producer behavior; determination of price under various market structures; resource allocation and income distribution; general equilibrium analysis; application of economic principles to social problems. Prerequisites: EC 210 and EC 211. Fall semester.



**EC 321W Intermediate Macroeconomic Analysis 3**

Analysis of Keynesian, classical and other models of national income determination; fiscal and monetary policy; evaluation of the impact of international trade and capital flows on national income; theories of economic growth; macroeconomic history of the United States. Prerequisites: EC 210 and EC 211. Spring semester.

**EC 345 See EC 245****EC 365W History of Economic Thought 3**

Origins and development of economic thought from the early Greeks through the scholastics and mercantilists; emphasis on classical economics and criticisms of it; neoclassical theory. Also includes an overview of economic history of Europe, U.S.A., and Japan. Prerequisites: EC 210 and EC 211, or by permission. Periodic offering.

**EC 381 See BU 381****EC 402 Econometrics 3**

Application of statistical modeling to empirical work in economics. A mixture of theory and applied computer work. Primary focus is regression analysis. Prerequisites: EC 210, EC 211, and MA 256. Periodic offering.

**EC 416 International Trade and Finance 3**

Classical and modern theories of international trade; analysis of tariffs and other trade restrictions; balance of payments; foreign exchange-rate determination; relationship between national income and balance of payments; applications to current issues in international economics. Prerequisites: EC 210 and EC 211. Fall semester.

**EC 425 Economic Development 3**

Theories of economic growth and development focusing on the Third World; measurement of economic development; roles of economic systems, culture, resources, human capital, technology, foreign trade, foreign aid, foreign investment; economic appraisal methodology. Prerequisites: EC 210 and EC 211. Periodic offering.

**EC 450W See BU 450W 3****EC 470 Senior Thesis 3**

Taught as a tutorial. Preparation of research in an area of the student's interest.

## Organizational Management

### Degree-Completion Program Courses

Courses are limited to students enrolled in the organizational-management degree-completion program through Whitworth Continuing Studies. Each course is a prerequisite for the course that follows. A passing grade must be achieved in order to continue on to the next course. A failing grade ("F") will necessitate withdrawal from the program.

**BU 352 Human Behavior in Organizations 3**

This course is designed to provide theoretical perspectives and empirical knowledge regarding human behavior as it relates to the organization. Emphasis on the impact and implications of individual values, perceptions, motivation, diversity, growth and development as it relates to organizational culture and expectations.

**BU 353W Organizational Development and Change 3**

Course examines organizational theory, development and change from several perspectives, or "frames": 1) structural, 2) human resources, 3) political, and 4) symbolic. Explores leadership, development of organizational strategies and objective-setting.



- BU 354 Human-Resource Development** 3  
Changes in our social and economic environment have resulted in changes in the management of an organization's human resources. This course is designed to provide a contemporary view of human-resource management. Emphasis is placed on the basic functions of human-resource management, i.e. planning, recruitment, selection, training, performance appraisal, compensation, and union/management relations.
- BU 355 Concepts in Accounting and Finance for Managers** 3  
This course will examine the language of business and provide an overview of the data-gathering, reporting and controlling processes in both the for-profit and the not-for-profit organization.
- EC 356 Applied Economic Principles** 3  
Course will explore national economic factors, the impact of government policy, and the driving force of all economic decision-making to analyze how and why consumers and businesses make the choices they do. Examines decision-making in light of scarce resources.
- BU 457 Employment Laws and Regulations** 3  
An exploration of employment legislation as it pertains to human-resource policies and practices, including affirmative action, the Occupational Safety and Health Act, equal employment opportunity, unemployment, and labor-and-industries and workers'-compensation laws.
- BU 458 Application of Management Principles** 3  
This course provides the student an opportunity to explore and apply core management theories with an application orientation in regard to individual and group behavior, operational and strategic planning, different organizational structures, and performance measurement and control in a changing work environment.
- BU 459 Management of Innovation and Technology** 3  
Examines information and skills needed by management to make effective and informed decisions in regard to technological issues. Components include technology literacy, technological innovations, and strategic technology management. Consideration is given to concepts, tools, perspectives and roles useful to the management of technology, strategy and innovation.
- BU 460 Cross-Cultural Business Communication** 3  
Explores the importance of constructive cross-cultural communication in the international business arena. Theories and applications of effective business communication will be covered and opportunities provided for students to enhance their professional skill.
- BU 461 Ethics in Management** 3  
This course raises foundational issues in connection with ethical values and applies those values in the context of organizations. Ethical principles and the process of application of those principles are addressed, integrating Christian principles with standard ethical inquiry.
- BU 462 Applied Research** 3  
Examination of the role of research in managerial and organization planning and decision-making, including various research approaches and designs. Methodologies, techniques and examples that aid in sound strategic-management practices will be reviewed.
- BU 473 International Human-Resource Management** 3  
Emphasis on comprehensive case analysis, presentation of special related topics and use of computer-assisted cases. Current issues covered in presentations by professionals in the field. Periodic offering.

### SP 351 Group Dynamics

3

A focus on group behavior and on ways in which group functioning affects organizational effectiveness. Emphasis on effective group processes for role clarification, decision-making, problem-solving, conflict resolution and group communications. Students develop communication strategies and application of concepts through completion of a small-group project.

#### Directed Studies

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34.



# The School of Education

The School of Education at Whitworth University includes the Whitworth Department of Teacher Education, the Center for Gifted Education and Professional Development, the Whitworth Department of Graduate Studies in Education, the Master in Teaching Program, the Whitworth Office of Educational Certification and Career Services, and the Evening Teacher Certification Program. All certification programs in the School of Education are approved by the Washington State Professional Educator Standards Board and are accredited by the National Council for Accreditation of Teacher Education.

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**FACULTY:** Dennis Sterner (dean), Randall Michaelis (chair), Linda Buff, David Cherry, O.J. Cotes, Kevin Heid, Carol Hollar, Peggy Johnsen, Lisa Laurier, Margo Long, Sharon Mowry, Ron Prosser, Tammy Reid, Barbara Sanders, Dana Stevens, Ann Teberg, Debbie Tully, Gordon Watanabe, Betty Williams

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[www.whitworth.edu/soe](http://www.whitworth.edu/soe)  
[soe@whitworth.edu](mailto:soe@whitworth.edu)

The mission of the Whitworth School of Education is to prepare educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and guardians. The School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge. Whitworth University prepares educators to have a positive impact on the learning and development of those they are called to serve.

The learning outcomes of this major prepare the student to be:

**Scholars:** Effective educators possess a solid knowledge of the content areas in which they work, understand the connections between their discipline and other disciplines, use the tools of inquiry specific to their disciplines, and demonstrate an attitude of lifelong learning along with an understanding that existing fields of knowledge continue to evolve and grow. Effective educators strengthen their existing knowledge through continuous intellectual and scholarly growth based on research, the study of their own practices, best-practices research, and the application of scholarship to solutions for problems in the field of education.

**Community Members:** Effective educators develop and sustain intentionally collaborative and interdependent relationships among teachers, students and their families, counselors, administrators, and other members for the development of a learning community. Educators understand their roles as professional colleagues in schools, communities and professional organizations and recognize the importance that educators play in the creation of the culture of classrooms in a democratic society.

**Effective Practitioners:** Effective educators are intrinsically motivated to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their professional thinking and decision-making. Empowered by their vision, educators are purposeful in making a positive impact on their students' learning. They demonstrate proficiency in the selection of materials, strategies, and assessment practices that are appropriate for the diversity of students and for the educational context. They are competent in using technology in the educational setting.

**Visionary Leaders:** Effective educators have a vision. They can articulate a personal philosophy of education that includes a belief in the unique worth and ability of each human being and provides a framework guiding personal and professional decision-making and development. Educators' practices are intentionally and attentively aligned with this vision for the benefit of their learners and their learning communities. Effective educators model transformational and servant leadership in their learning communities and within society.

**Guardians:** Effective educators act as advocates of children and youth, demonstrating a sincere and equitable commitment to the success of all, paying attention to the role that diversity – including gender, abilities, ethnicity, race, religion and socio-economic status – brings to learners and to the community. In the Christian tradition of servant-leadership, educators serve humankind, seeking opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation of the lives of their students.

Whitworth University is in compliance with the U.S. Department of Education Title II reporting requirements. The most recent Whitworth University Title II report is available on our website: [www.whitworth.edu/soe/titleII.htm](http://www.whitworth.edu/soe/titleII.htm). For more information or to request a copy, contact the office of the dean of the School of Education.

## Department of Teacher Education Undergraduate Program

Randall Michaelis (chair)

The Whitworth Department of Teacher Education views the role of the teacher as a calling – a commitment to understanding and responding compassionately to the needs of children and youth. The undergraduate teacher-education program conceptualizes our graduates as educators of mind and heart who serve as scholars, community members, guardians, effective practitioners, and visionary leaders. Courses in the program are structured around this conceptual framework, and students are encouraged to view their future roles as teachers through this model.

### Requirements for Elementary Education Major, B.A.

(currently leads to K-8 certification in Washington state)

All endorsements subject to change; see School of Education for updated requirements. See course descriptions for prerequisites, co-requisites, and class-standing information.

*Note: An ESL endorsement may be required in certain states, such as California, Florida, and Nevada. Students are responsible for knowing state requirements for ESL.*

#### I. Professional Program: Preliminary (5)

EDU 201	Educational Psychology.....	3
EDU 202	Exploring Teaching.....	1
EDU 203	Field Experience.....	1

Admission to the Whitworth Teacher Education Program is required before a student begins upper-division courses.

#### II. Professional Program: Upper Division

##### A. Teacher-Education Courses (32)

EDU 320	Exceptional Learners and Inclusion.....	3
<i>(This is the first upper-division course taken in the program.)</i>		
EDU 321	Intervention for Behavior and Motivation .....	3
EDU 340*	K-8 Methods, Assessment and Social Studies .....	3
EDU 341*	Math: K-8 Methods and Assessment .....	2
EDU 342*	Field Experience: Elementary Curriculum.....	1

\*These courses constitute the elementary curriculum block and are taken concurrently.

EDU 343	Science: K-8 Methods and Assessment.....	2
EDU 344	Children's Literature and Language Literacy .....	3
EDU 366**	Teaching English Language Learners .....	1

\*\*Waived with any other ESL course



EDU 367	Introduction to Intercultural Education .....	1
EDU 368***	Field Immersion in Intercultural Education .....	3
***Health/fitness and music majors take EDU 369 instead of EDU 368.		
EDU 401W	Democracy, Leadership, and Schooling .....	3
EDU 440****	Reading: K-8 Methods and Assessment .....	3
EDU 441****	Diagnosis and Intervention for Reading Difficulties .....	3
EDU 442****	Field Experience: Literacy in Elementary School .....	1
****These courses constitute the elementary-literacy block and are taken concurrently in the semester following the curriculum block.		

## B. Non-Education Required Courses

(20)

MA 221	Math for Elementary Teachers .....	4
NS 101	Earth and Sky .....	3
BI 102	Introductory Biology .....	3
One of the following: .....		3
HI 131	American History Before 1877 .....	
HI 132	American History Since 1877 .....	
HI 357	Rise of Modern America: 1877-1945 .....	
HI 361	American Revolution and the New Nation .....	
One of the following: .....		3
PO 102	American National Politics .....	
PO 242W	American Political Parties .....	
AR 344	Art Curriculum and Methods .....	1
MU 344	Music and Movement .....	1
KIN 344	Health and Fitness Curriculum for Elementary Teachers .....	1
TA 344	Theatre Across the Curriculum .....	1

## C. Academic Area

(20+)

A certification plan with an academic emphasis must be set up with an advisor during the sophomore year or upon admission to the program, and must include a minimum of 20 semester credits in one approved endorsement area. Students are encouraged to complete endorsements in their academic areas. ESL and reading may not be used for this academic area. See the Whitworth Department of Teacher Education for a list of approved academic areas and endorsement information, or refer to the department's website.

## III. Professional Program: Senior Seminars and Student Teaching (15)

Admission to student teaching is required before a student enrolls in senior seminars. Application must be submitted one semester in advance of student teaching.

EDU 471	Assessment in Elementary Education .....	1
EDU 472	Professional Issues in Elementary Education .....	1
EDU 473	Classroom Management in Elementary Education .....	1
EDU 474	Elementary Student-Teaching Seminar .....	1
EDU 496	Directed Teaching .....	11

Note: Application for Washington State Teaching Certificate is required for program completion.

## Requirements for Secondary Certification

All endorsements subject to change; see School of Education for updated requirements. See course descriptions for prerequisites, co-requisites, and class-standing information.

Note: An ESL endorsement may be required in certain states, such as California, Florida, and Nevada. Students are responsible for knowing state requirements for ESL.

## I. Professional Program: Preliminary

(5)

EDU 201	Educational Psychology .....	3
EDU 202	Exploring Teaching .....	1
EDU 203	Field Experience .....	1

Initial admission to the Whitworth Teacher Education Program is required before a student begins upper-division courses.



## II. Professional Program: Upper Division

### A. Teacher Education Courses

(22-23)

EDU 320	Exceptional Learners and Inclusion.....	3
<i>(This is the first upper-division course taken in the program.)</i>		
EDU 321	Intervention for Behavior and Motivation.....	3
EDU 366*	Teaching English-Language Learners.....	1
*Waived with any other ESL course		
EDU 367	Introduction to Intercultural Education .....	1
EDU 368**	Field Immersion in Intercultural Education.....	3
**Health/fitness and music majors take EDU 369 instead of EDU 368.		
EDU 350	Methods of Teaching in the Middle/High School .....	3
EDU 351	Field Experience: Middle/High School .....	1
EDU 401W	Democracy, Leadership, and Schooling .....	3
EDU 458	Reading in the Content Area and Writing .....	2
EDU 4-	Methods course in each endorsed subject area.....	2-3

### B. Professional Program: Content in the Teaching Area

An academic major (approved by both the major department and the department of teacher education) in an approved area is required. See department of teacher education for information regarding endorsements, or see each department's section in this catalog.

## III. Professional Program: Senior Seminars and Student Teaching (15)

Admission to student-teaching is required before a student enrolls in senior seminars. Application must be submitted one semester in advance to student-teaching.

EDU 475	Assessment in the Secondary Classroom .....	1
EDU 476	Professional Issues in Secondary Education .....	1
EDU 477	Classroom Management in Secondary Education .....	1
EDU 478	Secondary Student-Teaching Seminar .....	1
One of the following:.....		11
EDU 493	Directed Teaching, Middle School and Special Education	
EDU 494	Directed Teaching, High School and Special Education	
EDU 497	Directed Teaching, Middle School	
EDU 498	Directed Teaching, High School	

Note: Secondary candidates seeking endorsements in health/fitness and music must complete an additional practicum experience at the alternate level. Application for Washington State Teaching Certificate is required for program completion.

## Requirements for a Special Education Major

(34)

Betty Williams (coordinator of special education)

All endorsements subject to change; see School of Education for updated requirements. Must be completed with elementary or secondary certification.

Meets Washington state endorsement requirements for special education.

### Coursework:

EDU 320	Exceptional Learners and Inclusion.....	3
EDU 321	Intervention for Behavior and Motivation.....	3
EDU 322	Assessment and IEP Planning.....	3
EDU 323	Intervention for Academic Learning Problems .....	3
EDU 424	Early Intervention for Special Education .....	3
EDU 425	Intervention for Attention Deficit and Hyperactivity .....	3
EDU 426	Intervention for Severe Communication, Sensory and Physical Prob..	3
EDU 436	Intervention Through Positive Behavior Support.....	3

### Fieldwork:

EDU 481	Practicum at Early Childhood or K-8 Grade level.....	1
EDU 482	Practicum at Middle- or High-School Level .....	1

EDU 483	Advanced Practicum at Early Childhood or K-8 .....	4
EDU 484	Advanced Practicum at Middle or High School .....	4
	or, if secondary certification, take EDU 493 or EDU 494	
Electives available but not required:		
ASL 101	Introduction to Sign Language and the Deaf.....	4
ASL 102	Sign Language and the Deaf II .....	4
EDG 551	Educational Psychology of the Gifted .....	3

## **Requirements for a Special Education Minor (17)**

This minor is not sufficient for an endorsement in special education in Washington state.

EDU 320	Exceptional Learners and Inclusion.....	3
EDU 321	Intervention for Behavior and Motivation.....	3
EDU 322	Assessment and IEP Planning.....	3
EDU 323	Intervention for Academic Learning Problems.....	3

One of the following:..... 1

EDU481	Practicum at Early Childhood or K-8 Grade Level
EDU482	Practicum at Middle- or High-School Level

One of the following:..... 4

EDU483	Advanced Practicum at Early Childhood or K-8 Level
EDU484	Advanced Practicum at Middle- or High-School Level
	or if secondary certification, take EDU 493 or EDU 494

## **Requirements for an English as a Second Language (ESL) Minor (16+)**

All endorsements subject to change; see School of Education for updated requirements.

*Note: An ESL endorsement may be required in certain states, such as California, Florida, and Nevada. Students are responsible for knowing state requirements for ESL.*

Meets Washington state endorsement requirements for ESL.

EDU 361	Second-Language Acquisition .....	3
EDU 362	ESL Methodology .....	3
EDU 363	ESL Methods in Language Arts and Reading .....	3
EDU 364*	ESL Field Experience .....	1-3

\*May be met as part of other field experience, such as EDU 368 or student teaching.

EDU 367	Introduction to Intercultural Education .....	1
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One of the following:..... 2-3

EL 388	Structure and Development of the English Language
EL 453	Introduction to Linguistics
ML 442	Methods of Teaching Languages

One of the following:..... 3

SP 398	Intercultural Communication
SO 200	Introduction to Cultural Anthropology
	or any approved non-education course meeting the university's American-diversity or global-perspectives requirement.

Competency in a second language:..... 0-8

	One year of residence in a non-English-speaking country
	One year of Peace Corps training and service
	Student is a native speaker of a language other than English
	Eight semester credits of college coursework in a second language (ASL is not recommended)

## Requirements for the Reading Endorsement (16-17)

(Meets Washington state reading-endorsement requirement)

EDU 344	Children's Literature and Language Literacy .....	3
EDU 440	Methods of Teaching Reading .....	3
EDU 441	Diagnosis and Intervention of Reading Difficulties .....	3
EDU 442	Literacy Block Field Experience.....	1
EDU 445	Writing Rally.....	1

One of the following with advisor approval: ..... 2-3

EDU 323 Intervention for Academic Learning Problems

EDU 363 ESL Methods in Language Arts and Reading

EDU 458 Reading in the Content Area and Writing

One of the following with advisor approval: ..... 3

EL 210 Writing II

EL 387 English Methods and Adolescent Literature

EL 388 Structure and Development of the English Language

## Requirements for Minor in Reading Instruction (19-20)

Complete the above requirements for the reading endorsement and one additional course from the endorsement electives selected (with advisor approval). Electives may include an additional new course developed in consultation with the School of Education.

## Important Notes for All Undergraduate Teacher-Education Students

1. Requirements for Washington state teacher certification, endorsements, and highly qualified teacher status (NCLB) are subject to change. Therefore, all teaching areas and programs must be approved by the Whitworth Department of Teacher Education.
2. Admission to the teacher-education program and student-teaching program must be approved by the department of teacher education.
3. Full admission to the teacher-education program requires a minimum cumulative GPA of 3.0 at Whitworth. See department for admission guidelines.
4. Application for student-teaching must be submitted one semester in advance. Admission to student-teaching is required before a student enrolls in student-teaching courses.
5. WSP/FBI fingerprint clearance is required of each student prior to student teaching.
6. Admission to the department of teacher education and student-teaching do not guarantee state certification.
7. Students cannot enroll in upper-division courses without first being admitted to the teacher-education program.
8. All grades in courses used for teacher certification and endorsements must be "C" or better. Courses that apply toward certification may not be taken P/NC.
9. Students seeking secondary certification must complete a major in an academic area approved by the department of teacher education
10. Students seeking elementary certification must complete a minimum of 20 semester credits in an approved endorsement area.
11. An application for a Washington State Teaching Certificate is required for program completion.
12. Students are responsible for information in the certification handbook, which is available on the department website.
13. Passage of the WEST-B is required for Benchmark II of the program. Passage of the WEST-E in each area of endorsement is required for Washington state certification.

14. Students must have taken and passed the WEST-E in their major before they may begin student teaching.
15. Successful candidates receive a Washington State Teaching Certificate. Students planning to seek certification in another state must research certification and testing requirements for that state and are encouraged to do so early in their program.
16. An ESL endorsement may be required in certain states, such as California, Florida, and Nevada. Students are responsible for knowing state requirements for ESL.

## Post-Baccalaureate Certification Programs

Two teacher-certification programs are available at Whitworth for people who already possess undergraduate degrees: (1) the Evening Teacher Certification Program and (2) the Master in Teaching Degree Program.

The Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies, allows adults who work full time to complete a teacher-certification program in a cohort-based accelerated evening and Saturday format. The program is designed to prepare elementary-certificated teachers; however, candidates wishing to obtain secondary certification can complete a program consisting of a combination of traditional day and accelerated evening classes. Within the ETC program, post-baccalaureate students may choose between the master of education or certification-only tracks. Students can enroll in the 500 level of designated courses and apply up to 18 ETC semester credits as electives if accepted to the Whitworth M.Ed. program. For transferability, application must be made within four years of ETC program completion. Cohorts begin in August and February. For more information, please see the ETC program description in the Adult Degree Programs/Continuing Studies section of this catalog or contact an ETC advisor at 509.777.3222.

The Whitworth Master in Teaching Degree Program allows students to pursue a master's degree and teacher certification concurrently. Whitworth was the first university in Washington state to receive approval for an MIT program after the state legislation permitted this option. This is an intensive, selective, full-time day-school graduate program that begins in June and continues for 14 months, culminating in August of the following year. Both elementary and secondary certification options are available in the MIT program. Application to the program must be made four to six months prior to the starting date. (See graduate section of this catalog.) For more information about the MIT program, contact the assistant director at 509.777.3769.

## The Center for Gifted Education and Professional Development

Margo Long (founder and director)

The Whitworth Center for Gifted Education and Professional Development provides credit classes, workshops, and consulting services to teachers and parents of the gifted. In-service training and program planning are also made available to school districts. During the summer, the center offers graduate-level short courses in a variety of grade levels and subject areas appropriate for teachers of the gifted or of general school curriculum. For additional information, please contact the center.

A master of arts in teaching degree with a gifted and talented emphasis, designed to educate teachers of all grade levels in meeting the needs of the exceptionally able learner in the regular classroom and/or other settings, is also available. See listing under Whitworth Department of Graduate Studies in Education for information regarding the gifted emphasis in the graduate-degree plan.

## Education Courses

### American Sign Language Courses

#### ASL 101 Introduction to Sign Language and the Deaf

4

Introduction to American Sign Language, its history, the current state of the art, and receptive and expressive finger-spelling and sign-language skills. Fall, spring and summer semesters.

#### ASL 102 Sign Language and the Deaf II

4

Advanced study of ASL and the culture of the deaf. Students will enlarge their sign vocabulary, use the skill of finding equivalent expressions, and develop techniques for comprehending the meaning of unfamiliar signs. Prerequisite: ASL 101. Fall, spring and summer semesters.

### Teacher-Education Courses

#### EDU 150 Exceptionality Across the Life Span: Disability Studies

3

This course acquaints students with the issues associated with human diversity across the lifespan in today's society. The focus is on individuals who have disabilities, their struggle for legal rights and social inclusion, and resources available for support. Students will also work directly with community agencies that serve the disabled.

#### EDU 196 Topics in Education

1-3

Selected lower-division topics in education. Periodic offering.

#### EDU 200 Educational Mentoring as Service-Learning

0, 1

Introduction to educational mentoring, focusing on public-school students who have been designated as at-risk by local educators. Prerequisite: sophomore standing; second-semester freshmen with permission. Repeatable for credit. Fall and spring semesters.

#### EDU 201 Educational Psychology

3

A study of children and youth, with a focus on psychology in the classroom. Developmental aspects and sociological challenges and their impact on teaching and learning are examined. In addition, classroom management, and learning and motivation theory are explored. Prerequisite: sophomore standing. Co-requisites: EDU 202 and EDU 203. Fall and spring semesters.

#### EDU 202 Exploring Teaching

1

On-campus seminars examine the profession of teaching. Prerequisite: sophomore standing. Co-requisites: EDU 201 and EDU 203. Fall and spring semesters.

#### EDU 203 Field Experience

1

Semester-long field experience in which candidates are placed in classrooms as teaching assistants and tutors. Opportunity for candidates to reflect on their potential as educators and to relate classroom experience to EDU 201 and Washington state educational reforms. Prerequisite: sophomore standing. Co-requisites: EDU 201 and EDU 202.

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### Admission to the Whitworth Teacher-Education Program is required before a student begins upper-division courses.

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#### EDU 312 Christian Education: Methods and Theory

2

Examination of Christian education, its theological foundation, theories of faith development, and assessment and design of materials for use in churches and Christian schools. Periodic offering.



**EDU 320 Exceptional Learners and Inclusion****3**

An overview of exceptional children, gifted education, disabling conditions, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis on accommodations for high-incidence conditions. Development of individualized education programs and completion of a practicum experience. Prerequisites: EDU 201, EDU 202 and EDU 203. Also listed as EDS 520. Fall and spring semesters, Summer Term.

**EDU 321 Intervention for Behavior and Motivation****3**

Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Candidates plan an intervention, collect data, carry out the intervention, and evaluate its effect. Candidates also learn how to carry out a functional assessment and to document learning. Field experience included. Prerequisite: ED 320. Also listed as EDS 521. Fall and spring semesters, Summer Term.

**EDU 322 Assessment and IEP Planning****3**

Formal and informal assessments, including the Brigance, Woodcock Johnson, AAMR Adaptive Behavior Scale, PIAT, and test construction based on state standards. A study of norm-referenced, criterion-referenced, curriculum-based, and functional assessments. Assessments integrated into development of individualized education programs. Candidates implement assessment and IEP development with children and youth. Prerequisite: EDU 320. Also listed as EDS 522. Fall semester.

**EDU 323 Intervention for Academic Learning Problems****3**

Special-education methods and strategies to address Washington state essential academic learning requirements for students with learning problems in math, reading, language, writing, and spelling; particularly for students with mild disabilities. Includes class-wide peer tutoring, active responding, guided notes, precision teaching, direct instruction, Success for All, and other relevant curricula. Prerequisite: EDU 320. Also listed as EDS 523. Spring semester.

**EDU 340 K-8 Methods, Assessment and Social-Studies Curriculum****3**

Introduction to the theories and practices of elementary teaching through field experience and micro-teaching; integrated unit and lesson planning incorporating appropriate technology, and analysis of teaching/learning behaviors through the use of case studies. Integration of social-studies curriculum, Washington state standards, instruction, assessment, character education and equity issues. Prerequisites: junior standing and passage of WEST-B or chair permission. Co-requisites: EDU 341 and EDU 342. Meets Whitworth's oral-communication requirement. Fall and spring semesters.

**EDU 341 Mathematics: K-8 Methods and Assessment****2**

Introduction to math curriculum, instruction, and assessment in the elementary classroom. Development of lessons and unit plans based on best-practice research and Washington state standards. Prerequisite: junior standing. Co-requisites: EDU 340 and EDU 342. Fall and spring semesters.

**EDU 342 Elementary Curriculum Field Experience****1**

Semester-long placement in an elementary classroom to develop competencies in teaching and assessing learning in social studies and math. Prerequisite: junior standing. Co-requisites: EDU 340 and EDU 341. Fall and spring semesters.

**EDU 343 Science: K-8 Methods and Assessment****2**

Introduction to instruction and assessment of science teaching at the elementary and middle levels and ideas for integrating science concepts in other disciplines. Includes theories, teaching strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, Washington state standards, conducting field trips, and safety considerations. Prerequisite or co-requisite: EDU 340, EDU 341, EDU 342 and one college-level science course. Fall, spring and periodic summer semesters.

**EDU 344 Children's Literature and Language Literacy 3**

Examination of a broad range of K-8 literature, the integration of literature across the curriculum, particularly in language arts, including the writing process. Procedures to assess Washington state standards and language development. Fall and spring semesters.

**EDU 350 Methods for Teaching in Middle and High School 3**

Overview of planning, instructional methods, assessment, and classroom management in middle and high schools, including microteaching, Washington state standards, and performance-based assessment. Meets Whitworth's oral-communication requirement. Prerequisite: junior standing, completion of at least nine semester credits in major, and passage of the WEST-B, or chair permission. Fall and spring semesters.

**EDU 351 Middle-/High-School Field Experience 1**

Placement in a middle or high school for a field experience in teaching area. A minimum of 30 hours is required. Development of competencies within the teaching area. Prerequisite or co-requisite: EDU 350. Recommended to be taken with EDU 350 or with subject-matter methods. Fall and spring semesters, Jan Term.

**EDU 361 Second-Language Acquisition 3**

Overview of how students acquire a first and second language. Sociocultural and political factors affecting second-language acquisition are discussed. Fall semester.

**EDU 362 ESL Methodology 3**

Application of language-acquisition theory to the teaching of limited-English-proficient students. Listening, speaking, reading and writing teaching strategies as well as the purpose and administration of language-proficiency assessment. Fall semester.

**EDU 363 ESL Methods in Language Arts and Reading 3**

Strategies used for developing the literacy skills of limited-English-proficient students. Emphasis on application of literacy skills to the academic areas taught at the K-12 levels. Spring semester.

**EDU 364 Field Experience in ESL Setting 1-3**

Placement in classrooms with limited-English-proficient students to develop ESL teaching competencies. Minimum of 30 hours required. May be combined with EDU 368. Fall and spring semesters, Jan Term.

**EDU 366 Teaching English-Language Learners 1**

An introduction to instructional strategies for teaching English-language-learners in the regular classroom and an overview of current programs and laws regarding the teaching of ELL students. Co-requisite: EDU 367. Waived with any other ESL course. Fall semester.

**EDU 367 Introduction to Intercultural Education 1**

Development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. Examination of the nature and use of power in society and the impact of one's own cultural values, attitudes, and beliefs on K-12 students. Prerequisite: junior standing required; senior standing recommended. Fall semester.

**EDU 368 Field Immersion in Intercultural Education 3**

Participation in an intercultural off-campus educational setting (usually Jan Term) designed to deepen and broaden previous culturally based experiences. Includes observation, lesson-planning, assisting with special-needs students, tutoring, teaching, and attending professional meetings. Except for local settings, students usually live in the off-campus community and participate in the life of that community. Prerequisite: EDU 367. Jan Term, and by arrangement.

**EDU 369 Field Immersion in Intercultural Education with Alternate-Level Experience 3**

Only for music and health/fitness secondary students who are combining their alternate-level experience with EDU 368.

**EDU 396 Topics in Education 1-3**

Selected upper-division topics in education. Prerequisites: EDU 201, EDU 202 and EDU 203. Periodic offering.

**EDU 401W Democracy, Leadership, and Schooling 3**

Examines the social, cultural, and political contexts of schooling in a democratic society. Course emphasizes the integration of personal worldview convictions with education practices. Prerequisite: EDU 340 or EDU 350. Fall and spring semesters.

**EDU 424 Early Intervention for Special Education 3**

Instructional methods, management strategies, and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age 6. Includes strategies for supporting families and developing individual family service plans. Prerequisite: EDU 320. Also listed as EDS 524. Spring semester.

**EDU 425 Intervention for Attention-Deficit and Hyperactivity Disorders 3**

Introduction to attention-deficit/hyperactivity disorders and learning disabilities, including the skills to recognize, assess, and plan appropriate interventions. Includes information on educational, medical, behavioral and social treatments. Prerequisite: EDU 320. Also listed as EDS 524. Spring semester.

**EDU 426 Intervention for Severe Communication, Sensory, and Physical Problems 3**

Methods and strategies for working with students who have severe and multiple disabilities. Emphasis on functional skills, augmentive communication, positioning and handling techniques, mobility, social-skill development, and adaptive behaviors. Students plan and implement programs. Prerequisite: EDU 320. Also listed as EDS 526. Fall semester.

**EDU 436 Intervention through Positive Behavior Support 3**

Overview of theory, research and methods related to establishing a system of character education in schools with detailed analysis and application of positive behavior support. Emphasis and experience in community and professional collaboration to establish and sustain a positive school climate for all students and to analyze functionally and treat severe behavior. Also listed as EDS 536. Fall semester.

**EDU 440 Reading: K-8 Methods and Strategies 3**

Processes of teaching reading, reading skills, reading comprehension and vocabulary development at the elementary level. Includes hands-on use of current published reading materials for planning reading lessons and an overview of Washington state standards. Prerequisites: EDU 340, EDU 341 and EDU 342. Co-requisites: EDU 441 and EDU 442. Fall and spring semesters.

**EDU 441 Diagnosis and Intervention of Reading Difficulties 3**

Study and use of instruments to assess reading abilities and the diagnosis and intervention of specific reading problems. Candidates assess elementary students, identify reading problems, and design and implement an intervention. Prerequisites: co-requisite with EDU 440 and EDU 442. Fall and spring semesters.

**EDU 442 Literacy Field Experience 1**

Placement in an elementary school for a semester-long field experience to develop literacy teaching and assessment skills and practices. Co-requisites: EDU 440 and EDU 441. Fall and spring semesters.

**EDU 445 Writing Rally****1**

The Whitworth Writing Rally is held on campus each fall for children and their parents. The participants meet with a children's author and then in small groups to do their own writing with the assistance of parents and teachers. Candidates participate in the organization of the event and in the teaching of the writing sessions. Repeatable for credit. Fall semester.

**EDU 453 Social Studies in Secondary School****2**

Overview of social-studies curriculum, instruction, and assessment in middle/high school. Emphasis on Washington state standards in the area of social studies. Prerequisite or co-requisite: EDU 350. Spring semester.

**EDU 454 Mathematics in Secondary School****2**

Overview of mathematics curriculum, instruction, and assessment in middle/high school. Emphasis on Washington state standards in mathematics. Prerequisite or co-requisite: EDU 350. Spring semester.

**EDU 455 Science in Secondary School****2**

Overview of science curriculum, instruction, assessment, and classroom/lab safety in middle/high school. Emphasis on Washington state standards in science. Prerequisite or co-requisite: EDU 350. Spring semester.

**EDU 458 Reading in the Content Area and Writing****2**

Strategies for improving comprehension of content-area materials, adapting lessons for a wide range of learners, analyzing the appropriateness of written materials, and connecting writing to the content area. Fall and spring semesters.

**Elementary Education Student-Teaching Block**

EDU 471, EDU 472, EDU 473 and EDU 474 are taken together and along with student-teaching.

**EDU 471 Assessment in Elementary Education****1**

Assessment practices and issues in relation to candidate's current student-teaching placement. Emphasis on best-practice research and Washington state standards. Fall and spring semesters.

**EDU 472 Professional Issues in Elementary Education****1**

Public school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching, and parent/community relations. Fall and spring semesters.

**EDU 473 Classroom Management in Elementary Education****1**

Addresses models of classroom management. Candidates develop management plans appropriate to their current student-teaching placement. Fall and spring semesters.

**EDU 474 Elementary Student-Teaching Seminar****1**

Professional portfolio development, issues in student-teaching, documentation of positive impact on student learning, and certification and job placement. Fall and spring semesters.

**Secondary Education Student-Teaching Block**

EDU 475, EDU 476, EDU 477 and EDU 478 are taken together and along with student-teaching.

**EDU 475 Assessment in the Secondary Classroom****1**

Assessment practices and issues in relation to candidate's current student-teaching placement. Emphasis on best-practice research, performance-based assessment strategies, and Washington state standards. Fall and spring semesters.



**EDU 476 Professional Issues in Secondary Education** **1**  
Public-school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching, and parent/community relations. Fall and spring semesters.

**EDU 477 Classroom Management in Secondary Education** **1**  
Addresses models of classroom management. Candidates develop management plans appropriate to their current student-teaching placement. Fall and spring semesters.

**EDU 478 Secondary Student-Teaching Seminar** **1**  
Professional portfolio development, issues in student-teaching, documentation of positive impact on student learning, and certification and job placement. Fall and spring semesters.

## **Field Experience and Special-Education Practicum**

**EDU 480 Field Experience (level specified)** **1-3**

**EDU 481 Special-Education Practicum, Early Childhood or K-8** **1**  
Thirty hours in a special-education classroom setting as a teaching assistant. May be taken the same semester as EDU 483. Prerequisites: EDU 320, EDU 321; application is required. Also listed as EDS 581. Fall and spring semesters, Jan Term, Summer Term.

**EDU 482 Special-Education Practicum, Middle or High School** **1**  
Thirty hours in a special-education classroom setting as a teaching assistant. May be taken in the same semester as EDU 484. Prerequisites: EDU 320 and EDU 321; application is required. Also listed as EDS 582. Fall and spring semesters, Jan Term, Summer Term.

**EDU 483 Advanced Special-Education Practicum, Early Childhood or K-8** **4**  
120 hours practicum experience in a special-education classroom under the supervision of a cooperating teacher. May be taken in the same semester as EDU 481. Prerequisites: EDU 320, EDU 321, EDU 481; application and permission required. Also listed as EDS 583. Fall and spring semesters, Jan Term, Summer Term.

**EDU 484 Advanced Special-Education Practicum, Middle or High School** **4**  
120 hours practicum experience in a special-education classroom under the supervision of a cooperating teacher. May be taken in the same semester as EDU 482. Prerequisites: EDU 320, EDU 321, EDU 482; application and permission required. Also listed as EDS 584. Fall and spring semesters, Jan Term, Summer Term.

### **Directed Teaching**

Upon completion of professional education coursework, candidates complete an 11-week student-teaching practicum in the schools under the guidance of an experienced teacher and a university supervisor. Prerequisites: completion of education coursework and/or permission of director of student-teaching. Candidates must apply during the semester prior to the actual experience. Fall and spring semesters.

**EDU 493 Directed Teaching, Middle School and Special Education** **11**

**EDU 494 Directed Teaching, High School and Special Education** **11**

**EDU 496 Directed Teaching, Elementary Level** **11**

**EDU 497 Directed Teaching, Middle-School Level** **11**

**EDU 498 Directed Teaching, High-School Level** **11**



### **Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.

## **Evening Teacher Certification: Degree Completion in Elementary Education**

Courses are limited to students enrolled in the Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies. Students can earn a bachelor of arts degree in elementary education along with Washington State Residency Teacher Certification. Those currently holding a college degree can complete certification requirements only, or certification in conjunction with a master of education degree if accepted to the Whitworth Graduate Studies in Education Program. For complete program and course descriptions, see the Adult Degree Programs/Continuing Studies section of this catalog.



**School of Education**

# English

FACULTY: Pamela Corpron Parker (chair), Laura Bloxham, E. Victor Bobb, Nadine Chapman, Angela Gonzalez (director of writing center), Laurie Lamon, Leonard Oakland, Melissa Sprenkle (director of composition), Douglas Sugano

www.whitworth.edu/english  
english@whitworth.edu

The English program includes three emphases: literature, writing, and preparation for secondary teaching. All majors in English complete a core of courses to establish a strong foundation in literature and literary concepts, terms, and critical theories. Careful reading, judicious research, and clear and imaginative writing comprise the program's goals for a Whitworth English major. Additionally, the English program seeks to instill in our graduates a love of reading and writing. Through our courses, research, and shared community events, we hope to encourage our students in lives of spiritual commitment and resolution to act as stewards of God's creation while promoting civil and personal justice at home and in the community.

The learning outcomes of this major prepare the student to:

1. At the completion of their lower-division coursework, **all English majors (Tracks I, II, and III)** should acquire a command of foundational literary terminology; a basis for understanding the themes and histories of British, American and world literatures; the ability to craft critical readings of several genres of literary texts; experiences in writing in different genres.
2. By graduation, students completing **Tracks I & II (Literature & Writing)** will also exhibit more advanced literary skills, including improved aesthetic discernment; oral interpretation and presentation skills; enlarged literary and personal vocabulary; critical reading, thinking, and writing skills; facility with several critical approaches to literary analysis; and a command of research methods, bibliographic resources and documentation.
3. At the completion of their upper-division work for **Tracks I & II**, students should demonstrate in-depth knowledge of several literary eras as well as the major writers and works of those eras; an ability to write a variety of literary analyses and genres; and competence in working with other students' editing and revising their own writing.
4. At the completion of their upper-division work, **Track III (Teaching)** student should also establish a broad knowledge of subjects expected of the secondary teacher of English and Language Arts, and fulfill the state-mandated requirements for endorsement in language arts or another related field, as set out in the current catalogue.

## Requirements for an English Major, B.A.

### Track I: Literature

(42)

One of the following:..... 3

- EL 125 Reading Literature
- EL 225 Women Writers
- EL 228 Multicultural American Literature

EL 205 American Literature: Eras and Modes ..... 3

EL 207 British Literature before 1800 ..... 3

EL 208 British Literature since 1800 ..... 3

One of the following:..... 3

- EL 247 Shakespeare
- EL 447 Shakespeare Seminar

One of the following:..... 3

- EL 267 Introduction to Critical Strategies
- EL 484W Literary Criticism

One upper-division literature course.....	3
One upper-division course in British literature before 1800 (Chaucer, Renaissance, Milton, Neoclassicism, etc.) .....	3
One upper-division course in British literature after 1800 (Romanticism, English novel, Victorian, modern British, etc.) .....	3
One upper-division course in American literature (American Renaissance, American novel, Southern Renaissance, modern poetry, etc.) .....	3
Eleven additional credits from those listed above or from other offerings that carry English credit (World Literature, Film, Linguistics, Domain of the Arts, etc.) .....	11
EL 498W Senior Portfolio.....	1

## Track II: Writing (43)

One of the following.....	3
EL 125 Reading Literature .....	
EL 225 Women Writers .....	
EL 228 Multicultural American Literature .....	
Two of the following.....	6
EL 205 American Literature: Eras and Modes .....	
EL 207 British Literature before 1800 .....	
EL 208 British Literature since 1800 .....	
One of the following:.....	3
EL 267 Introduction to Critical Strategies .....	
EL 484W Literary Criticism .....	
EL 245 Introduction to Creative Writing .....	3
EL 304 Fiction Writing .....	3
EL 345 Poetry Writing .....	3
EL 346W Essay Writing .....	3
One course in 20th-century literature .....	3
One of the following:.....	3
EL 344 Journal Writing and Autobiography .....	
EL 347W Creative Nonfiction Writing .....	
Two of the following.....	6
EL 210 Writing II .....	
EL 344 Journal Writing and Autobiography .....	
EL 347W Creative Nonfiction Writing .....	
EL 388 Structure and Development of the English Language .....	
EL 395/495 Teaching Assistantship in EL 110 (by permission) .....	
EL 420 Writing Center: Theory & Practice .....	
EL 421 Writing Center: Theory & Practice .....	
EL 444 Advanced Writing Workshop .....	
EL 453 Introduction to Linguistics .....	
An approved upper-division writing seminar in English .....	
An approved upper-division English special-topics course in writing/rhetoric .....	
An approved upper-division communications course in writing/rhetoric .....	
Teaching assistantship in EL 110 or other writing course .....	
An approved internship in journalism, publication, etc. ....	

Upper-division literature electives (at least one course in American literature).....	8
EL 498W Senior Portfolio.....	1

## Track III: English/Language Arts (45+)

Meets Washington state teaching endorsement requirements for English/language arts .....	
One of the following:.....	3
EL 125 Reading Literature .....	
EL 225 Women Writers .....	
EL 228 Multicultural American Literature .....	
EL 205 American Literature: Eras and Modes .....	3
EL 207 British Literature before 1800.....	3

EL 208	British Literature since 1800 .....	3
One of the following:.....		3
EL 247	Shakespeare	
EL 447	Shakespeare Seminar	
One upper-division literature course.....		3
One upper-division course in American or British literature.....		3
EL 387	English Methods and Adolescent Literature.....	3
EL 388	Structure and Development of the English Language .....	3
One of the following:.....		3
EL 210	Writing II	
EL 245	Introduction to Creative Writing	
EL 304	Fiction Writing	
EL 344	Journal Writing and Autobiography	
EL 345	Poetry Writing	
EL 346W	Essay Writing	
EL 347W	Creative Nonfiction Writing	
EL 395/495	Teaching Assistantship in EL 110 (by permission)	
EL 420	Writing Center: Theory & Practice	
EL 421	Writing Center: Theory & Practice	
One of the following:.....		3
EL 166	Grimm's Fairy Tales	
EL 233	The Epic	
EL 251	Modern World Literature	
EL 359	Contemporary Eastern European Fiction	
EL 363	Poetry of Witness	
EL 430	Holocaust Literature	
EL 436	Francophone/African Literature and Film	
EL 454W	Russian Literature	
JMC 125	Writing for Mass Media.....	3
TA 273	Acting .....	3
SP 210	Introduction to Public Speaking: .....	3
Three semester credits selected from the following: .....		3
JMC 245	Applied Journalism: <i>Whitworthian</i>	
JMC 247	Applied Journalism: <i>Natsihi</i> (yearbook)	
JMC 445	Editorial Practicum	
SP 362	Argumentation and Debate	
TA 1/2/3/445	Theatre Production credit	
TA 270	Stage Makeup	
TA 275/375	Technical Theatre	

All endorsements subject to change; see School of Education for updated requirements.  
See the School of Education for certification requirements.

\*Other certification requirements: Anyone seeking to be certified in English must pass a writing-competency exam administered by the department during the student's junior year.

## Requirements for an English Minor (18)

One of the following:.....		3
EL 125	Reading Literature	
EL 225	Women Writers	
EL 228	Multicultural American Literature	
15 credits of approved English courses, including at least two upper-division literature courses (which may have prerequisites).....		15

## Requirements for English/Language Arts Minor (29)

Meets Washington state endorsement requirements for English/language arts

One of the following:	3
EL 125 Reading Literature	
EL 225 Women Writers	
EL 228 Multicultural American Literature	
EL 205 American Literature: Eras and Modes	3
One of the following:	3
EL 207 British Literature before 1800	
EL 208 British Literature since 1800	
One of the following:	3
EL 166 Grimm's Fairy Tales	
EL 233 The Epic	
EL 251 Modern World Literature	
EL 359 Contemporary Eastern European Fiction	
EL 363 Poetry of Witness	
EL 430 Holocaust Literature	
EL 436 Francophone/African Literature and Film	
EL 454W Russian Literature	
EL 388 Structure and Development of the English Language	3
One writing course beyond Writing I	3
EL 387 English Methods and Adolescent Literature	3
SP 210 Introduction to Public Speaking	3
At least one semester credit selected from the following:	1-3
JMC 125 Writing for Mass Media	
JMC 245 Applied Journalism: <i>Whitworthian</i>	
JMC 247 Applied Journalism: <i>Natsihi</i> (yearbook)	
JMC 445 Editorial Practicum	
SP 362 Argumentation and Debate	
At least one semester credit selected from the following:	1-3
TA 1/2/3/445 Theatre Production credit	
TA 270 Stage Makeup	
TA 273 Acting I	
TA 275/375 Technical Theatre	
One of the following (depending on level):	3
If secondary, one upper-division literature course (preferably Shakespeare)	
If elementary, one additional literature course	
All endorsements subject to change; see School of Education for updated requirements.	

## Requirements for Medieval and Early Modern Studies Minor (19-20)

Culture-in-context requirement: one of the following	3
EL 371W British Renaissance	
EL 404/Hi 404 Anglo-Saxon Literature and Culture	
Hi 425 Holy War in Europe	
Two of the following:	6
EL 207 British Literature before 1800	
EL 371W British Renaissance	
EL 404/Hi 404 Anglo-Saxon Literature and Culture	
EL 405W Chaucer and Medieval Literature	
EL 238/338 Arthurian Literature	
Two of the following:	6
Hi 120 The Crusades	
Hi 220 Ancient and Medieval Worlds	
Hi 315 Medieval Europe	



HI 365	Medieval Russia
HI 425	Holy War in Europe

One more course from the lists above, or any course on medieval or early-modern studies offered in history, English and other departments..... 3-4

*Note: LAT 102 or higher may fulfill this requirement. Examples of courses that could fulfill this requirement if those departments approve:*

AR 264	History of Medieval Art
AR 261	History of Renaissance/Baroque Art
EL 247	Shakespeare
EL 447	Shakespeare Seminar
HI 374	Renaissance and Reformation
MU 220	Music History I
TH 313W	History of Christianity I: Early and Medieval Christianity
TA 476W	History of Theatre I

HI/EL 497 Senior Portfolio..... 1

*Notes: No more than six lower-division credits may count toward this minor.*

## Humanities Courses

### **HU 200 Introduction to the Culture of the British Isles** 3

This team-taught course provides a survey of the art, history and literature of England, Ireland and Scotland. Open to all students but required for those participating in the British Isles Study Program. Term preceding the program.

### **HU 350 Thailand Study Program** 3

Study of classical and contemporary Thai culture. Emphasis on globalizing economics, education, religion, and gender. Field studies in intercultural communication and inter-faith dialogue, including service-learning placements. Also listed as WGS 350.

## English Courses

### **EL 100 Research and Writing Workshop** 3

Workshop format. Particular attention given to individual writing process. Focus will be on a full range of academic writing skills; projects include narratives and essays and culminate in a final research paper. Periodic offering in evening/accelerated program. Offered in the continuing studies program only.

### **EL 109 Introduction to Academic Writing** 3

Introduction to critical writing in response to reading and research. Practice in using writing processes (invention, drafting, revision, editing) to create effective academic arguments. Style and grammar issues and strategies for avoiding plagiarism presented as needed. Offered in the continuing-studies program only.

### **EL 110 Writing I** 3

An introduction to the genres and practices of academic writing and research. Emphasis on articulation, organization and revision of ideas in response to academic readings as well as to personal experience. Style and grammar issues and strategies for avoiding plagiarism presented as needed. Does not count toward major, minor or elementary-education academic area. Fall and spring semesters.

### **EL 125 Reading Literature** 3

Introduction to literary genres: fiction, drama, and poetry. Attention to multicultural literature. Initial course for majors. Fall and spring semesters.

### **EL 125 Reading Literature (Honors)** 3

Introduction to literary genres: fiction, drama, and poetry. Attention to multicultural literature and literary theory. Taught in seminar format. Fall semester.

**EL 166 Grimm's Fairy Tales****3**

Study of Grimm's fairy tales in translation. Historical overview of the European folktale tradition, as well as insights into the nature of family and society prior to the 19th century. Taught in English. Periodic offering. Option for students minoring in German: reading the tales in the original and writing assignments, tests, and term paper in German.

**EL 196 Topics in English****1-3**

Selected lower-division topics in writing, film or literature. Periodic offering.

**EL 205 American Literature: Eras and Modes****3**

Overview of the major periods, authors and representative works of American literature, from the Puritans through the late 20th century. Preparation for upper division. Prerequisite: EL 125, EL 225, or EL 228. Fall and spring semesters.

**EL 207 British Literature before 1800****3**

British literature from the Anglo-Saxon period through the Renaissance and 18th century. Major period characteristics, authors and representative works. Prerequisite: EL 125, EL 225, or EL 228. Fall semester.

**EL 208 British Literature since 1800****3**

British literature from the romantic period through the 20th century. Major period characteristics, authors and representative works. Prerequisite: EL 125, EL 225, or EL 228, or permission. (EL 208 may be taken prior to EL 207). Spring semester.

**EL 210 Writing II****3**

An advanced course in writing with emphasis on revision and research and close attention to matters of style and voice. Offers practice using multiple genres to explore and analyze culture. Prerequisite: EL 110. Fall and spring semesters.

**EL 212 Religious Themes in Modern Literature****3**

Addresses issues of personal religious discovery and response to God by modern fiction writers (e.g., Flannery O'Connor, Alice Walker, Shusaku Endo). Spring semester, odd years.

**EL 225 Women Writers****3**

An overview of women's literary history and an introduction to feminist literary theory. Emphasis on reading, discussion and student response through written and oral assignments. Fall semester. Cross-listed as WGS 225.

**EL 228 Multicultural American Literature****3**

Survey of African-American, Asian-American, Hispanic-American, and Native American literature. Readings in prose, poetry, drama, and film from at least two of the groups. Spring semester.

**EL 233 The Epic****3**

A reading of *The Iliad*, *The Odyssey*, *The Aeneid* and *The Divine Comedy*. Characteristics of the epic in classical and medieval eras. Periodic offering.

**EL 235, 335 Asian-American Literature****3**

A survey of major poetry, short stories and novels by Asian-American writers. Prerequisite: EL 125, EL 225, or EL 228. Periodic offering.

**EL 236 Female Friendship in Film & Literature****3**

This course investigates and celebrates friendship in different stages in women's lives. Through a study of literature, film, and other media, students examine friendship from a variety of cultural perspectives, historical eras, and theoretical methods. Reflects on Biblical models of friendship and engages the perspectives of Christian feminists for analysis. Periodic offering, Jan Term. Also listed as WGS 236.

- EL 238, 338 Arthurian Literature** **3**  
Traces the development of the Arthurian legend from its earliest appearance in chronicles through narrative romance, focusing on medieval texts. Periodic offering.
- EL 242 Crime and Punishment** **3**  
A dozen whodunits. A study of the mystery genre, its sub-groupings, its value as literature. Non-majors welcome. Periodic Jan Term offering.
- EL 245 Creative Writing** **3**  
The writing of short fiction, drama, poetry. Workshop approach. Prerequisite: EL 125, EL 225, or EL 228. Fall and spring semesters.
- EL 247 Shakespeare** **3**  
Survey of Shakespeare's poetry, comedies, tragedies, histories, and romances. Active engagement through reading, discussing, studying, watching and performing plays. Fall semester.
- EL 250 American Film** **3**  
Introduction to basic cinema terms, history of the U.S. film industry. Discussion of values in cinema. Ten evening screenings. Film fee. Jan Term, periodic offering.
- EL 251 Modern World Literature** **3**  
Short fiction and novels of European and Third World authors after 1900. Fall or spring semester.
- EL 262, 362 The Bible as Literature** **3**  
Reading the Bible as a literary artifact: hero stories, prophetic oracles, myth, apocalypse, poetry. Use of literary criticism and its varied approaches. Periodic offering.
- EL 267 Introduction to Critical Strategies** **3**  
Introduction to the strategies and terminology of literary criticism and the discipline of literary studies. Emphasis on the theoretical, historical, and practical applications of both traditional and contemporary literary criticism. Fall and spring semesters.
- EL 273/373 Poe** **3**  
Study of the poetry, fiction, and essays of Edgar Allan Poe. We read about forty short stories and sketches, his sole novel, several poems, three major essays, and selections from *Eureka*. EL 125 strongly suggested.
- EL 279 J.R.R. Tolkien** **3**  
Introduction to the life and works of J.R.R. Tolkien. Readings of his major literary works as well as folklore and medieval literature that influenced him and shaped his life as a scholar.
- EL 300 Domain of the Arts** **3**  
Exploration of drama, poetry, music, art, film. The arts in relation to society, values, faith. Taught in San Francisco. Jan Term, even years.
- EL 301 Children's Literature** **3**  
Reading and evaluation of a broad range of literature for children. Prerequisite: EL 125, EL 225, or EL 228. Periodic offering.
- EL 302 Gender and Faith in Film and Literature** **3**  
Exploration of ways in which religious beliefs shape our cultural and personal understandings of gender roles and gender identity. Periodic offering, Jan Term. Also listed as WGS 302.
- EL 304 Fiction Writing** **3**  
Advanced-level workshop in techniques of fiction. Permission of instructor required. Prerequisite: EL 245. Fall semester.

- EL 305W Contemporary American Poetry** 3  
Poetry after 1955 by U.S. poets (e.g., mid-moderns, Rich, Berryman, Lowell, Plath, and major current poets). Prerequisite: EL 205. Fall semester, odd years.
- EL 307W Women in American Fiction** 3  
Portrayals of women in American fiction and popular literature. Female and male authors, primarily 19th century. Prerequisite: EL 205. Spring semester, odd years. Also listed as WGS 307W.
- EL 308W Eighteenth-Century British Literature** 3  
Study of major 18th-century British genres, social history, major authors. Prerequisite: EL 207. Fall semester, odd years.
- EL 317 Whitman/Dickinson Seminar** 3  
Seminar focuses on the relation between the poetic forms and voices of Whitman and Dickinson. Prerequisite: EL 205. Fall semester, odd years.
- EL 321W The Nineteenth-Century American Novel** 3  
Development of the novel in the U.S. from 1800 to 1930 (e.g., Hawthorne, Melville, Twain, Cather, Faulkner). Ten novels. Prerequisite: EL 205. Spring semester, odd years.
- EL 331W Southern Renaissance** 3  
Major 20th-century American writers from the South (e.g., Faulkner, R. P. Warren, Welty). Prerequisite: EL 205. Fall semester, even years.
- EL 333 Literary England** 3  
Focus on British authors and works in relation to their settings. Part of British Isles Study Program, every third year: Fall semester 2005, 2008.
- EL 335 See EL 235**
- EL 338 See EL 238**
- EL 342 British Women Writers** 3  
Examines the contributions of familiar (e.g., Austen, Bronte, Woolf) and less familiar women writers of Britain. Considers literary history in light of recent revisions of that history. Periodic offering. Women's and gender studies elective.
- EL 344 Journal Writing and Autobiography** 3  
Practical and theoretical approaches to writing about one's self. Readings in significant biographies and autobiographies, with a developmental and historical perspective. Both journal writing and integrative papers. Periodic offering.
- EL 345 Poetry Writing** 3  
Advanced workshop in poetry composition, revision. Reading of current American poets. By application, portfolio. Prerequisite: EL 245. Spring semester.
- EL 346W Essay Writing** 3  
Advanced course in reading and writing contemporary analytical prose: experimentation with various discourses, genres, and audiences. Emphasis on analysis, argumentation, and revision. Prerequisite: EL 110 or 210. Spring semester.
- EL 347W Creative-Nonfiction Writing** 3  
Advanced workshop in memory-based or fact-based writing that is literary, employing stylistic devices of fiction and lyrical narrative poetry. Prerequisite: EL 110, 210, or JMC 125. Fall semester.
- EL 349W Twentieth-Century American Fiction** 3  
Major American novelists from World War I to the present (e.g., Wharton, Faulkner) plus contemporary authors. Prerequisite: EL 205. Spring semester, even years.

- EL 352 World Cinema** 3  
Major movements and filmmakers from Europe, Asia and/or the Third World since World War II (e.g., French New Wave, Bergman, Kurosawa). Film Fee. Periodic offering.
- EL 359 Contemporary Fiction from Eastern Europe** 3  
Study of about a dozen novels published recently (since 1985, in most cases) in Poland, Czech, Hungary, Albania, Russia, & other eastern European countries. EL 125 strongly suggested.
- EL 360W Twentieth-Century British Literature** 3  
The fiction of the British Isles, 1900 to the present (e.g., Forster, Joyce, Woolf, Greene). Prerequisite: EL 208. Fall semester, odd years.
- EL 361 Twentieth-Century British Poetry** 3  
Survey of modern and contemporary British poets (Yeats, Auden and later poets). Prerequisite: EL 208. Periodic offering.
- EL 362 See EL 262**
- EL 363 Seminar in Poetry of Witness** 3  
This upper-division seminar undertakes the study of 20th-century poetry of witness—poetry (not exclusively of) Eastern Europe: Holocaust, post-Holocaust, and Stalinism. It also examines poetry of repression, suppression, and pain. The course examines the forms of poetry which question the relation of the self to history, and the relation of history to culture regarding questions of language, faith, goodness, evil, art, and the possibilities of redemption.
- EL 371W British Renaissance** 3  
English literature of the 16th and 17th centuries (e.g., Spenser, Sidney, Marlowe, Donne, Herbert). Prerequisite: EL 207. Fall semester, even years.
- EL 372W American Renaissance** 3  
Major figures of the 19th-century renaissance in American literature, 1835-1860 (e.g., Emerson, Thoreau, Hawthorne, Melville). Prerequisite: EL 205. Spring semester, even years.
- EL 374W Seventeenth-Century British Poetry & Milton** 3  
English lyrics of the 17th century: metaphysical and cavalier (e.g., Donne, Herbert, Jonson, Marvell) plus Milton, with emphasis on *Paradise Lost*. Prerequisite: EL 207. Spring semester, even years.
- EL 375W Victorian Literature** 3  
Seminar focusing on literary figures and genres of 19th-century Britain, including fiction, prose, poetry, autobiography, and drama. Explores Victorian visual media and other popular print culture. Prerequisite: EL 208. Fall semester, even years.
- EL 376W British Romanticism** 3  
Romantic literature in an age of revolution (e.g. Blake, Wordsworth, Mary Shelley, Keats). Prerequisite: EL 208. Spring semester, odd years.
- EL 377W Modern Poetry** 3  
The revolution of modernism in American poetry, 1910-1940 (e.g., Eliot, Pound, Williams, Stevens). Prerequisite: EL 205. Spring semester, even years.
- EL 378 Jane Austen** 3  
A seminar on Jane Austen's major works. Also listed as WGS 378.
- EL 381 Archival Research** 1-3  
Training in research methods at Spokane archives. Allows the student to choose a research project and then create website, teaching units, public-history displays, posters for academic conferences or other appropriate presentation. Jan Term, even years. Also listed as HI 381.



- EL 387 English Methods and Adolescent Literature 3**  
English methods including theory and practice of teaching the writing process. Reading adolescent literature. Prerequisites: EDU 201, 202, and 203. Spring semester.
- EL 388 Structure and Development of the English Language 3**  
Review of traditional grammar, exposure to various new grammars, development of usage. Designed for prospective teachers. Prerequisite: junior standing. Fall and spring semesters.
- EL 396 Topics in English 1-3**  
Selected upper-division topics in writing, film or literature. Periodic offering.
- EL 401W *Moby Dick* 3**  
A close study of Herman Melville's classic novel. Prerequisite: EL 205. Periodic Jan Term offering.
- EL 404 Anglo-Saxon Literature and Culture 3**  
Study of Anglo-Saxon poetry and prose in historical and cultural contexts, including a brief introduction of Old English grammar and translation. Spring semester, odd years. Also listed as HI 404.
- EL 405W Chaucer and Medieval Literature 3**  
Study of Chaucer with emphasis on *Canterbury Tales* (in Middle English). Other medieval works (e.g., Langland, Romances). Prerequisite: EL 207. Spring semester, even years.
- EL 420 Writing Center I : Theory and Practice 3**  
Initial training for Whitworth Writing Center consultants. Includes writing-center theory and philosophy along with development of analytical insight into papers and interpersonal skills necessary for consulting. Prerequisite: faculty nomination and then completion of application and selection process. Fall semester.
- EL 421 Writing Center II: Theory and Practice 3**  
Further class work in addition to consulting hours in the Whitworth Writing Center. Prerequisite: EL 420. Spring or fall semester.
- EL 430 Holocaust Literature 3**  
Study of works by Elie Wiesel and other writers of the Holocaust. Prerequisite: EL 125, EL 225, or EL 228. Fall semester, odd years.
- EL 436 Francophone African Literature and Film 3**  
Introduction to literature and film from French-speaking African countries after independence, including historical and cultural background. Also listed as FR 436. Periodic offering.
- EL 444 Advanced Writing Workshop 3**  
Advanced workshop and seminar where serious students who have already had EL 245, EL 304 and EL 345 can continue their study of writing. The students will work with structure and form, literary terms, and twentieth-century writers. They will also become familiar with major contemporary literary journals, writers' markets and contemporary theory. Prerequisites: EL 245, EL 304 and EL 345.
- EL 447 Shakespeare Seminar 3**  
Special topics course on Shakespeare's dramatic and non-dramatic literature. Topics vary but will focus upon particular genres, historical contexts, and ideas in a limited number of plays. Prerequisite: EL 207. Spring semester, odd years.
- EL 453 Introduction to Linguistics 3**  
A general study of language content and systems, with primary focus on sounds, meaning, historical change, and social contexts. Fall semester, odd years.

**EL 454W Russian Literature****3**

Russian fiction of the 19th century (e.g., Turgenev, Gogol, Dostoevsky, Tolstoy). Prerequisite: EL 125, EL 225, or EL 228, or permission. Periodic offering.

**EL 465W English Novel****3**

The rise of the novel from 1720 through 1895 (e.g., Defoe, Fielding, Burney, Brontë, Eliot, Gaskell, Dickens). Prerequisite: EL 208. Spring semester, even years.

**EL 484W Literary Criticism****3**

Learning to write from various critical perspectives. Major literary theories from Aristotle to the 21st century. Prerequisites: EL 205, EL 207 and EL 208. Spring semester, odd years.

**EL 497 Senior Portfolio****1**

Students will submit a portfolio by April 15 of their final year (or midway through their final term). The portfolio will include a selection of work from three to four courses in the minor. Spring semester. Also listed as HI 497.

**EL 498W Senior Portfolio****1**

Capstone colloquium for English majors, including revision and submission of their best work in portfolio form. Fall semester.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# General Education/Core

www.whitworth.edu/core

## Core/Worldview

Core courses are interdisciplinary, thematic courses designed to acquaint Whitworth students with the definitions and implications of Christian and non-Christian worldviews. All students are required to take Core 150 (Christian Worldview Perspectives), Core 250 (The Rationalist Worldview), and Core 350 (Applied Ethics, Public Policy and Worldviews) as part of the general graduation requirements.

### **CO 150 Western Civilization I: Christian Worldview Perspectives 4**

This initial worldview course focuses on theology and anthropology, the nature of God and humanity. The course emphasizes key theological concerns and how those concerns work themselves out in daily life. Issues to be explored include Jewish and Christian theological assumptions about God and humans, and the implications of these assumptions for ethics, work, leisure, creativity, diversity, scientific inquiry, resource allocation, global citizenship, and technological innovation. Fall and spring semesters

### **CO 250 Western Civilization II: The Rationalist Worldview 4**

The guiding topics for this second course are epistemology/hermeneutics and metaphysics, the nature of knowledge and reality and the interpretation of such knowledge. Explores epistemological/hermeneutical or metaphysical assumptions and their practical application in human affairs, whether evident in the humanities, the arts, or the sciences. Fall and spring semesters and summer.

### **CO 300 Reason & Knowing: Nature & Human Nature 4**

This worldview course for continuing-studies students focuses on epistemology, metaphysics and human-nature questions within the complex traditions of Christian and Rationalist worldviews from the Hebrews and Greeks in ancient times through the 19th- and 20th-century challenges to Rationalist assumptions.

### **CO 350 Western Civilization III: Applied Ethics, Public Policy and Worldviews 4**

Ethics and politics become windows through which one explores the ways that biblical virtues such as justice, compassion, mercy, equity, humility, and integrity offer viable alternatives to the cultural norms evident in contemporary Western culture. A wide variety of issues with appropriate historical and scientific contextualization are included in the discussion: racism, sexism, poverty, media and the arts, and challenges presented by technology. Fall and spring semesters.

## General Education

### **GE 125 Freshman Seminar 1**

Presentations and discussions are designed to inform freshmen about the university's traditions and procedures and to help them become a part of the Whitworth community. Required of all first-term freshmen. Fall semester.

### **GE 130 College Study-Skills Development 3**

Development of study and thinking patterns that will allow students to become independent scholars and critical thinkers. Designed for nontraditional-age students returning to college. Periodic offering.

### **GE 148 Planning: Major/Career 1**

Explores and defines personal interests, values, goals and personality in relation to choosing a major. Provides specific information on career and job opportunities to help students make career choices and other major decisions. Periodic offering.

**GE 151 Seminar for Health Professions****1**

A seminar to introduce students to the pre-health fields. Visiting speakers will represent medical, dental, and veterinary fields. Course will also cover specifics of courses, majors, and other issues related to pre-health fields. Spring semester.

**GE 310 Portfolio Development Seminar****1**

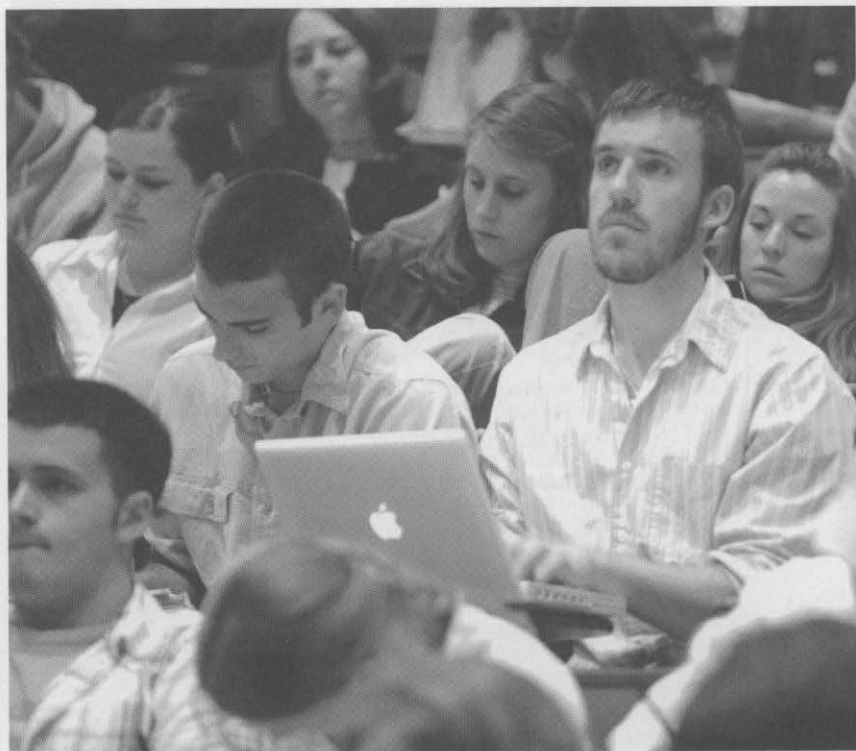
Seminar to provide students a starting point from which they can reflect on personal learning that has occurred outside the traditional classroom and to help them determine whether such personal experience is appropriately equivalent to college-level learning. Prerequisite: assessment in degree-completion program.

**GE 330 Community-Leadership Training****1**

A survey of topics related to effective community leadership, such as characteristics of community, conflict management, valuing diversity. Attention is given to development of applicable skills. Fall and spring semesters.

**GE 351 Vocational Preparation Seminar for Graduate-level Health Professions****1**

A cross-disciplinary course focusing on synthesis of general biology, general chemistry, general physics, organic chemistry, physiology, NMR and IR spectroscopy. Strategic course for learning to apply introductory science/math knowledge to questions involving higher-order content. Intended for students planning to take the Medical College Admissions Test, Dental Aptitude Test, or veterinary-school entrance exams. Intended primarily for students in their junior or senior year. Students will be preparing for health professions both in terms of the entrance exams and by researching each school's focus and prerequisites. Prerequisites: BI 150-154, CH 161, CH 281, CH 271, CH 278, PS 151, and PS 153.



# Preparation for Health Professions

[www.whitworth.edu/healthprofessions](http://www.whitworth.edu/healthprofessions)

Whitworth has a long history of preparing students for entrance to medical school, dental school, pharmacy school, advanced training in physical therapy, and careers in all of these areas of healthcare. Recent graduates have been accepted into professional schools at Indiana University, Saint Louis University, Albert Einstein College of Medicine, University of Washington, Western University of Health Sciences, Arizona, Rosalind Franklin University, Des Moines University, University of Nevada-Las Vegas, Creighton University, Loma Linda University, Washington State University, Oregon Health Sciences University, Michigan State, and Edinburgh, Scotland, among others. In addition, Whitworth's rigorous liberal-arts education gives students a broad knowledge base and a set of analytical, critical-thinking, and communication skills that enables them to thrive in graduate school and in their chosen careers. All students preparing for careers in medicine, dentistry, pharmacy and physical therapy are encouraged to work closely with their advisors (listed below their program's title) to develop a curriculum that prepares them to take the Medical College Admissions Test or the Dental Aptitude Test and/or to apply to the graduate school of their choice.

Preparation for Health Professions

## Pre-Medicine

Advisors: Mike Sardinia and Karen Stevens

The following courses are usually required for pre-medicine students:

BI 150	Cell Biology
BI 152	Animal Biology
BI 153	Plant Biology
BI 154	Microbial Biology
CH 161	General Chemistry I
CH 161L	General Chemistry I Lab
CH 181	General Chemistry II
CH 181L	General Chemistry II Lab
CH 271	Organic Chemistry I
CH 271L	Organic Chemistry I Lab
CH 278	Organic Chemistry II
CH 278L	Organic Chemistry II Lab
CH 401	Biochemistry I
CH 401L	Biochemistry I Lab
MA 171	Calculus I
MA 172	Calculus II
PS 151	General Physics I
PS 153	General Physics II

Other courses strongly suggested:

BI 363	Genetics
CH 403	Biochemistry II

One year of college English

## Pre-Chiropractic

Advisors: Mike Sardinia and Karen Stevens

Please see your advisor for specific course recommendations.



## Pre-Dentistry

Advisors: Mike Sardinia and Karen Stevens

The following set of courses is usually required for pre-dentistry students:

BI 150	Cell Biology
BI 152	Animal Biology
BI 153	Plant Biology
BI 154	Microbial Biology
CH 161	General Chemistry I
CH 161L	General Chemistry I Lab
CH 181	General Chemistry II
CH 181L	General Chemistry II Lab
CH 271	Organic Chemistry I
CH 271L	Organic Chemistry I Lab
CH 278	Organic Chemistry II
CH 278L	Organic Chemistry II Lab
PS 151	General Physics I
PS 153	General Physics II

Other courses strongly suggested for some schools (such as the University of Washington Dental School):

CH 401	Biochemistry I plus lab
BI 204	Medical Microbiology or BI 347 Advanced Microbiology
BI 354	Developmental Biology

## Pre-Med Tech

Advisors: Mike Sardinia and Karen Stevens

Please see your advisor for specific course recommendations.

## Pre-Pharmacy

Advisors: Mike Sardinia and Karen Stevens

The following set of courses is recommended for all pre-pharmacy students:

BI 150	Cell Biology
BI 152	Animal Biology
BI 153	Plant Biology
BI 154	Microbial Biology
CH 161	General Chemistry I
CH 161L	General Chemistry I Lab
CH 181	General Chemistry II
CH 181L	General Chemistry II Lab
CH 271	Organic Chemistry I
CH 271L	Organic Chemistry I Lab
CH 278	Organic Chemistry II
CH 278L	Organic Chemistry II Lab
MA 171	Calculus I
MA 256	Statistics

One year of college English

One of the following:

BI 204	Medical Microbiology
BI 347	Advanced Microbiology

*Note: Pharmacy schools tend to vary widely in their prerequisites. Check with your advisor and the pharmacy school in which you are interested for more specific courses required.*

## Pre-Physical Therapy

Advisor: Lee Anne Chaney

The prerequisite courses of professional physical therapy programs vary by institution. The list of courses below is based on the requirements for the more rigorous programs that Whitworth students consider. The student is responsible to check the prerequisites of potential programs at [www.apta.org](http://www.apta.org) before planning the course of study at Whitworth in consultation with the pre-PT advisor.

CH 161 and CH 161L

CH 181 and CH 181L

CH 271 and CH 271L

CH 278 and CH 278L

CH 401 or BI 230

BI 150-154

BI 220 and BI 221

BI 204 or BI 347

Upper-division courses in biology, such as Genetics, Animal Physiology, or Developmental Biology

MA 256

MA 171 and MA 172

PS 151 and PS 153

PY 101, plus Abnormal Psychology

SO 120

Two semesters of college-level writing

## Pre-Veterinary

Advisors: Mike Sardinia and Karen Stevens

The following courses are usually required for pre-medicine students:

BI 150 Cell Biology

BI 152 Animal Biology

BI 153 Plant Biology

BI 154 Microbial Biology

BI 363 Genetics

CH 161 General Chemistry I

CH 161L General Chemistry I Lab

CH 181 General Chemistry II

CH 181L General Chemistry II Lab

CH 271 Organic Chemistry I

CH 271L Organic Chemistry I Lab

CH 278 Organic Chemistry II

CH 278L Organic Chemistry II Lab

CH 401 Biochemistry I

CH 401L Biochemistry I Lab

CH 403 Biochemistry II

MA 171 Calculus I

MA 172 Calculus II

MA 256 Statistics

PS 151 General Physics I

PS 153 General Physics II

Other courses strongly suggested:

BI 323 Animal Physiology

BI 350 Comparative Vertebrate Anatomy

BI 354 Developmental Biology

BI 347 Advanced Microbiology

One year of college English

# History

The study of history is recognized as one of the critical experiences toward becoming a well-rounded person, an engaged citizen, and a competent professional in a number of fields. The study of the past offers a profound opportunity to understand more fully the individuals, forces, and events that have shaped the world.

FACULTY: James Hunt (chair), Arlin Migliazzo, Corliss Slack, Dale Soden, John Yoder

www.whitworth.edu/history  
history@whitworth.edu

The mission of the Whitworth Department of History is to provide an education of the mind and heart for undergraduate students through rigorous and sustained study in the discipline of history. The department seeks to exemplify the highest professional standards of historical study by providing excellent teaching, by promoting scholarly research, and by producing graduates competent to engage positively the communities in which they live and work. The department desires to graduate students who are not only conversant with the knowledge and skills associated with advanced study in the liberal arts, but also who seek justice and compassion born of a perspective based on a Christian foundation and sharpened by their study of history.

The learning outcomes of this major prepare the student to do the following:

- Attain pre-professional skills in historical content, interpretation, geographical and statistical literacy, writing, reading, and oral communication.
- Develop a sense of historical-mindedness via cross-cultural and international opportunities, field experiences, and academic coursework.
- Explore vocational opportunities in the field of history by connecting academic preparation to the world of work.
- Achieve competence in addressing matters of faith, virtue, and ethics within the discipline of history compassionately and consistently, emphasizing the importance of worldview thinking in the process.

## History

### Track I: Liberal Arts and Professional Degrees, Major and Minor

A history degree prepares successful candidates for jobs and for graduate school in a broad range of disciplines, including some for which there are tests such as the Praxis (education certification), the LSAT (law school admission), and the GRE (required by most graduate schools in most fields). Majors are urged to speak with their advisors about online or other preparation for such tests.

#### Requirements for a History Major, B.A. (39)

HI 131	American History before 1877 .....	3
HI 132	American History since 1877 .....	3
HI 220	Ancient and Medieval Worlds .....	3
HI 222	The Modern World .....	3
HI 488W	Ideas about History .....	3
Two upper-division American-history courses: .....		6
HI 357	Rise of Modern America: 1877-1945	
HI 358	The American Journey: 1945-present	
HI 361	American Revolution and the New Nation	
HI 362	Slavery and the Civil War	
HI 384W*	Pacific Northwest History	
HI 410W	American Intellectual History	
HI 463	American Foreign Policy	

\*For teacher certification in Washington state, HI 384W is required

Two upper-division European-history courses:.....	6
HI 315      Medieval Europe	
HI 328      National Myths of Identity	
HI 354      Colonialism and Globalization	
HI 374      Renaissance and Reformation	
HI 377      The French Revolution	
HI 396      Topics in European History	
HI 425      Holy War in Europe	
One non-Western history course:.....	3
HI 245      Cultural History of China and Japan	
HI 325      History of Latin America	
HI 340      Contemporary Africa	
HI 341      Contemporary South Africa	
HI 346      Contemporary China and East Asia	
HI 348      Medieval Islam	
HI 365      Medieval Russia (may also count as European history)	
HI/PO 366   History of Modern Russia and the Soviet Union	
Three elective courses in history: .....	9

One major research paper

A minimum of two courses in the major must be at the 400 level.

Require one of the following: field experiences [e.g. student-teaching], or internship, or study abroad, or foreign language [at least two years of one language, or one year each of two languages].

## Requirements for a History Minor (21)

One of the following:.....	3
HI 131      American History before 1877	
HI 132      American History since 1877	
One of the following:.....	3
HI 220      Ancient and Medieval Worlds	
HI 222      The Modern World	
One upper-division American-history course.....	3
One upper-division European-history course .....	3
One upper-division non-Western-history course .....	3
One elective .....	3
HI 488W      Ideas About History.....	3

## Track II: Teaching Track Major, History and Social Studies

### Requirements for a History/Social Studies Major, B.A. (44)

The Whitworth Department of History desires to equip the next generation of public- and private-school teachers with a broad, interdisciplinary education rooted in a solid foundation in history appropriate to the K-12 programs. We provide coursework that will provide students the necessary background in history and the social sciences and thus prepare them for the Washington state competency exams in the social sciences. Students are encouraged to pursue website practice opportunities prior to taking the state exams.

All endorsements subject to change; see School of Education for updated requirements:

Must meet Washington state endorsement requirements for teaching history.

HI 131      American History before 1877 .....	3
HI 132      American History since 1877 .....	3
PO 102      American National Politics .....	3

PO 151	International Relations .....	3
SO 120	Introduction to Sociology .....	3
One of the following:.....		3
EC 210*	Principles of Microeconomics .....	
EC 211*	Principles of Macroeconomics .....	
EC 245	Economics of Social Issues .....	
*Prerequisite of MA 108		
HI 220	Ancient and Medieval Worlds .....	3
HI 222	The Modern World .....	3
One course in American history (for teacher certification, HI 384W is required).....		3
One course in European history.....		3
One course in non-Western history .....		3
Two approved history electives.....		6
At least four history courses must be at the upper-division level.		
HI 488W	Ideas About History.....	3
For teacher certification, the following additional course is required:		
EDU 453	Social Studies in the Secondary School .....	2

## Allied Programs with Other Departments

### Requirements for an American Studies Major, B.A. (45)

American studies is an interdisciplinary major. Students will examine American society through the study of history, politics, literature, and sociology. Graduates are encouraged to pursue employment in a broad number of professions as well as graduate studies in a wide variety of fields.

HI 131	American History before 1877 .....	3
HI 132	American History since 1877 .....	3
PO 102	Introduction to American Politics .....	3
EL 205	American Literature: Eras and Modes .....	3
Other-disciplinary view of American culture:.....		6
HI 212	American Popular Culture .....	
HI 228	Identity, Race, and Power in American Life .....	
SO 120	Introduction to Sociology .....	
TH 323W	Religion in America .....	
Two 300-level American-literature courses.....		6
Two of the following:.....		6
HI 334	Gender, Politics and Law .....	
HI 357	Rise of Modern America: 1877-1945 .....	
HI 358	The American Journey: 1945-present .....	
HI 361	American Revolution and the New Nation .....	
HI 362	Slavery and the Civil War .....	
HI 383	Leadership in American History .....	
Two courses in American intellectual development:.....		6
HI 410W	American Intellectual History .....	
PO 365W	American Constitutional Law .....	
PO 434W	American Political Thought .....	
Two approved electives chosen in consultation with an advisor.....		6
One of the following:.....		3
HI 488W	Ideas About History .....	
HI/PO 499	Senior Honors Thesis .....	
PO 498W	Senior Seminar in Political Science .....	
An internship, if possible, is highly recommended. At least one "W" course is required in the major.		



## Requirements for a Cross-Cultural Studies Major, History Emphasis, B.A. (47-50)

In cooperation with other departments, the cross-cultural studies major, history emphasis, is designed for those who seek an interdisciplinary education with a strong foreign-language component in the study of cultures different from one's own. This program works well for those engaged in significant study-abroad learning while at Whitworth.

PO 151	International Relations .....	3
HI 220	Ancient and Medieval Worlds .....	3
HI 222	The Modern World .....	3
Choice of one social science course from among the following: .....		3-4
SO 200	Introduction to Cultural Anthropology .....	
PO 240W	Comparative Politics .....	
EC 210*	Principles of Microeconomics .....	
EC 211*	Principles of Macroeconomics .....	
EC 245	Economics of Social Issues .....	
*Prerequisite of MA 108 .....		

Two upper-division area-studies courses in history..... 6

Latin America

Europe

Asia

Russia

Africa

One course in fine arts and the humanities..... 3

Course to be decided on the basis of consultation with an advisor from the following:  
art history, literature, or fine arts (music, theatre, art).

One course in area studies outside history department..... 3

Course to be decided on the basis of consultation with an advisor from the following:  
sociology, economics, political science, or theology.

Foreign Language..... 14-16

A four-course sequence in second and third-year French, German, or Spanish; when language offerings are limited, students should complete the total credits in a combination of two languages as approved by an advisor.

Foreign Study..... 9

Courses of study in culture and language other than the student's own. Courses should be in history, political science, sociology, literature, the arts, or in the established courses of Whitworth semester-abroad programs.

## Requirements for an International Studies Major, History Emphasis, B.A. (46)

The Whitworth Department of History offers this interdisciplinary program designed to encourage the development of a solid foundation of history coupled with coursework in foreign languages, political science, area studies and economics that will assist the students in developing skills necessary for work in the international context of non-governmental organizations, business, military, diplomacy, travel, and other forms of international work.

Core Requirements:

PO 151	International Relations .....	3
HI 220	Ancient and Medieval Worlds .....	3
HI 222	The Modern World .....	3
One economics class from among the following:.....		3
EC 210*	Principles of Microeconomics .....	
EC 211*	Principles of Macroeconomics .....	
EC 245	Economics of Social Issues .....	
*Prerequisite of MA 108 .....		

PO 240W Comparative Politics .....	4
PO 498 Senior Seminar .....	3
Three electives from among the following, with at least one each in history and political science: .....	9
HI/PO 209/309 History of the Vietnam War	
HI 231 World at War: 1900-1945	
HI/PO 297 Nonviolent Defense and Conflict Resolution	
HI 348 Medieval Islam	
HI 354 European Colonialism	
HI 463 American Foreign Policy	
HI 377 The French Revolution	
HI/PO 423W Marxism and the Socialist World	
PO 353W Political Economy	
PO 425W The Third World Political Change	
Six semester credits of modern language.....	6
(Courses must be at the intermediate level in Chinese or Japanese, or at the advanced (300+) level in German, French or Spanish. The goal is to become functional in the use of language.)	
Three courses in area or regional studies.....	9
(A two-course sequence is recommended.)	
HI 140 African Life and Culture	
HI/PO 245 Cultural History of China and Japan	
HI 325 History of Latin America	
HI/PO 346 Contemporary China and East Asia	
HI 348 Medieval Islam	
HI 354 European Colonialism	
HI/PO 340 Contemporary Africa	
HI/PO 341 Contemporary South Africa	
HI 365 Medieval Russia	
HI/PO 366 Modern Russia and the Soviet Union	
PO 307 Latin American Politics	
SO 238 Sociology of Middle-Eastern Society	
One course from among the following theory and concept courses.....	3
HI 328 National Myths of Identity	
PO 353W Political Economy	
TH 370 World Religions	
PH 256 Asian Philosophy	
EC 425 Economic Development	
HI/PO 445 Revolution in History	
SP 398 Intercultural Communication	

Study abroad is strongly recommended for this major. Courses taken during study-abroad programs may be substituted via petition for some of the above-listed requirements.

## Requirements for Medieval and Early Modern Studies Minor (19-20)

This interdisciplinary minor covers Eurasia from the Roman to the Ottoman era, offering students across departments a framework within which to design their own program of concentration.

Culture-in-context requirement: One of the following: .....

- |               |                                    |
|---------------|------------------------------------|
| EL 371W       | British Renaissance                |
| EL 396/HI 356 | Anglo-Saxon Literature and Culture |
| HI 425        | Holy War in Europe                 |

Two of the following.....

- |               |                                    |
|---------------|------------------------------------|
| EL 207        | British Literature before 1800     |
| EL 371W       | British Renaissance                |
| EL 396/HI 356 | Anglo-Saxon Literature and Culture |

EL 405W	Chaucer and Medieval Literature	
EL 238/338	Arthurian Literature	
Two of the following.....		6
HI 120	The Crusades	
HI 220	Ancient and Medieval Worlds	
HI 315	Medieval Europe	
HI 365	Medieval Russia	
HI 425	Holy War in Europe	

One more course from the lists above or any course on medieval or early modern studies offered in history, English and other departments ..... 3-4

*Note: LAT 102 or above may fulfill this requirement. Examples of courses that could fulfill this requirement if those departments approve:*

AR 264	History of Medieval Art	
AR 261	History of Renaissance/Baroque Art	
EC 365W	History of Economic Thought	
EL 247	Shakespeare	
EL 447	Shakespeare Seminar	
HI 374	Renaissance and Reformation	
MU 220	Music History I	
TH 313W	History of Christianity I: Early and Medieval Christianity	
TA 476W	History of Theatre I	

Senior Portfolio Requirement .....	1
HI/EL 497 Senior Portfolio	

*Notes: No more than six lower-division credits may count toward this minor. While any course in the minor may also fulfill a major or general education requirement, students may not double count courses for requirements within the MEMS minor.*

## Requirements for a Minor in Public History (18)

Public history is a rapidly growing field. Students are introduced to museum studies, archival development, and the making of documentaries. Graduates are encouraged to pursue graduate studies in a variety of fields as well as to think broadly about the application of these skills to other professional areas.

HI 131	American History before 1877 .....	3
HI 132	American History since 1877 .....	3
HI 282	Introduction to Public History .....	3
HI 382	Issues in Public History .....	3
HI 384W	Pacific Northwest History.....	3
HI 490	Public History Internship .....	3

## History Courses

<b>HI 120 The Crusades</b> .....	<b>3</b>
The medieval crusades to the Holy Land will be studied through 12th-century chronicles in translation. Fall semester.	

<b>HI 127 Latin American Culture and Civilization</b> .....	<b>3</b>
This course will provide a historical overview of Latin American culture and civilization. It will also focus on issues such as family relations, social stratification, authority and violence, gender relations, poverty and social justice, religion and the church, economic development and urban life, and U.S. and Latin American relations.	

<b>HI 131 American History before 1877</b> .....	<b>3</b>
Discovery and settlement of North America; Puritans and Cavaliers; the Enlightenment and the American Revolution; early democracy and reform movements; Western expansion and slavery; the sectional crisis and causes and results of the Civil War. Course taught with a biographical focus. Fall semester.	

- HI 132 American History since 1877** **3**  
Political, social and economic modernization of the U.S. since Reconstruction; development of contemporary life and culture; America's role in the community of nations. Spring semester.
- HI 140 African Life and Culture** **3**  
Examination of representative African peoples, countries, lifestyles, and beliefs. Topics covered will include media coverage of Africa, traditional and modernizing influences on African lives today, Africans as global citizens, health, gender, religion, and rites of passage. Jan Term.
- HI 196 Topics in History** **1-3**  
Selected lower-division topics in history. Periodic offering.
- HI 209 History of the Vietnam War** **3**  
Examination of the history of America's involvement in the war in Vietnam. The causes of the war, the military strategies employed, the political decision-making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of the war. Spring semester. Cross-listed as HI 309, PO 209, PO 309.
- HI 212 American Popular Culture** **3**  
Values and ideas that are reflected in the various forms of popular culture. Analysis of music, sport, popular art, television and cinema, with special attention to the 20th century. Fall semester, odd years.
- HI 220 Ancient and Medieval Worlds** **3**  
The human story in history and literature, with emphasis on world civilizations of the ancient Near East, Mediterranean region, Europe and Asia to 1500 A.D. Fall and spring semesters.
- HI 222 The Modern World** **3**  
Study of change and continuity in history, focusing on the impact of the social, political, religious and economic forces that have shaped the modern world over the past 500 years. Fall and spring semesters.
- HI 228 Identity, Race, and Power in American Life** **3**  
Exploration of the linkage between social power and the concepts of race and ethnicity in the United States from 1607 to the present and how this interplay affects personal identity formation and worldview assumptions. Special focus on the experiences of non-white peoples in the pursuit and achievement of the "American dream." Jan Term.
- HI 231 World at War: 1900-1945** **3**  
Comparative analysis of selected world cultures during the first half of the 20th century, with a focus on the European origins of the two world wars. Special emphasis on the broader cultural contexts of the wars of the 20th century, including causes and effects. Fall semester, alternate years.
- HI 235 Portraits of America** **3**  
Explores the role individuals play in American history from 1620 to the 1980s. Exploration of values, lifestyles, cultural impact of individuals on society. John Winthrop, Jane Addams, Walt Disney, Frank Lloyd Wright, Richard Nixon, many others included. Two-track reading and examination system relative to learning styles. Lectures, group discussions, audiovisual materials and autobiographies will be used to enhance learning. Periodic offering.
- HI 245 Cultural History of China and Japan** **3**  
Illustrates how cultural heritage can explain the current behavior and character of the Chinese and Japanese. Religions, philosophies, arts, politics, and social organization as basic elements of Asian culture. Also listed as PO 245. Periodic offering.

- HI 282 Introduction to Public History 3**  
Offers an overview of topics within the public-history field. The primary issues involved with public history are addressed, as are the many career options available to the public historian. Several field trips and guest speakers are included in this course. Fall semester.
- HI 297 Nonviolent Defense and Conflict Resolution 3**  
Major themes in the history and politics of nonviolence. Just War theory, nuclear pacifism, alternatives to military force, interpersonal conflict resolution included. Ideas of Jesus, Tolstoy, Gandhi, Niebuhr, M.L. King, Jr., and Gene Sharp will be explored. Also listed as PO 297.
- HI 303 Study Program: Central America 3**  
Study program to Central America every three years.
- HI 309 History of Vietnam War 3**  
Also listed as HI 209.
- HI 312 South Africa Program Preparation 1**
- HI 315 Medieval Europe 3**  
European civilization in the fourth through 14th centuries will be investigated, with an emphasis on ideas and institutions such as the medieval papacy, feudalism, and the concept of Christendom. Periodic offering.
- HI 325 History of Latin America 3**  
Latin-American civilization from its Aztec and Indian heritage to the bloody Mexican revolution. Focus on history of Mexico and historical perspective on contemporary conflicts and revolutionary movements.
- HI 327 Contemporary Europe 3**  
Forces, individuals, events that have shaped 21st-century Europe. Special emphasis on the interaction between Europe and the non-Western world. Also listed as PO 327. Periodic offering.
- HI 328 National Myths of Identity 3**  
Traditional stories form an important part of the national identity of contemporary European states. Tourists viewing the Tower of London learn the basics of the British story, carrying the lesson with them as part of their understanding of English culture. The best- and least-known national stories, from Galway to Budapest, will be examined for their historicity and contemporary influence.
- HI 334 Gender, Politics and Law 3**  
Issues related to gender in American political history. Theoretical foundation of the women's movement; current political conflict related to gender in the workplace, the family, and society. Also listed as PO 334.
- HI 340 Contemporary Africa 3**  
Recent colonial and independence history of principal African countries. Traditional setting, cultural change, modern philosophies of political and economic development. Also listed as PO 340.
- HI 341 Contemporary South Africa 3**  
Analysis of the history, politics and religion of this strife-torn region of the African continent. Emphasis on the stress and conflicts between Africans, the British and Afrikaners in the early years and on recent attempts to dismantle the apartheid system. Also listed as PO 341.



- HI 346 Contemporary China and East Asia** 3  
Interpretation of recent events in China, Japan, Taiwan, and Korea. Chinese revolution of 1911, warlord era in China, Japanese militarism, communist revolution on the mainland, Japanese invasion of China, American occupation of Japan, normalization in China, Japan's economic ascendancy. Also listed as PO 346. Periodic offering.
- HI 348 Medieval Islam** 3  
This course covers the foundation of Islamic civilizations from Arabia through North Africa, Europe, and Asia from the life of Muhammad through the origins of the Ottoman Empire.
- HI 354 Colonialism and Globalization** 3  
The roots of contemporary global conflicts are traced to the European colonial movement in the Middle East, Africa, and Asia. Periodic offering.
- HI 356 Topics in British History** 4  
Taught when a faculty member from the Whitworth History Department is part of the study program to the British Isles.
- HI 357 Rise of Modern America: 1877-1945** 3  
Study of the national and international forces that brought the United States to world prominence by 1945. Special attention given to the deeper cultural contexts of key domestic and foreign-policy decisions and their effects – especially on social movements and popular culture. Fall semester, alternate years. HI 132 suggested but not required as prerequisite.
- HI 358 American Journey: 1945-Present** 3  
Contours of American life since the end of the Second World War highlighting the interplay between domestic developments and U.S. foreign policy decisions. Topics include the Cold War, struggle for equal rights, significance of the '60s and the "culture wars," rise of global terrorism, and the role of entertainment and leisure in contemporary America. Fall semester, alternate years. HI 132 and 357 suggested but not required as prerequisite.
- HI 361 American Revolution and the New Nation** 3  
An in-depth examination and study of the American Revolution and nation building from 1763-1790. Special emphasis on biography, research in primary sources and close reading of documents. Spring semester.
- HI 362 Slavery and the Civil War** 3  
Evolution of the American slave system, its central importance in the development of sectional rivalries and the great national crises of 1848-1877.
- HI 365 Medieval Russia** 3  
Survey of Russian civilization from earliest times to 1600. Evolution of the tsarist state from its roots in Byzantine and Mongol autocracies through the reign of Ivan the Terrible and the following Time of Troubles. Emphasis on culture and religion.
- HI 366 Modern Russia and the Soviet Union** 3  
Challenges to tsarist authority after 1815, rise of revolutionary agitation, adaptation of Marxism to Russian life and culture, history and politics of the Soviet system, transformation of the arts to serve the state, dissident voices, U.S./U.S.S.R. relations. Also listed as PO 366. Periodic offering.
- HI 374 Renaissance and Reformation** 3  
This course covers Europe from 1300 to 1650, with an emphasis on how medieval Christendom gave rise to Renaissance and Reformation thinkers, then disintegrated in the Age of Religious Wars.

**HI 377 The French Revolution****3**

A focus on the French Revolution as the culmination of trends in 17th- and 18th-century European culture. Students will discover how projects of absolute monarchs in France, Germany, and Russia led to the violence of the Reign of Terror in France and the career of Napoleon I. Periodic offering.

**HI 381 Archival Research****1-3**

Training in research methods at Spokane archives. Allows the student to choose a research project and then create a website, teaching units, public-history displays, posters for academic conferences or other appropriate presentation. Periodic offering. Also listed as EL 381.

**HI 382 Issues In Public History****3**

Makes an in-depth examination of four of the topics covered in the prerequisite course, Issues in Public History. These topics are archival administration, museum studies, historical preservation, and oral history. An emphasis will be placed on interpretive concerns related to each of the four topics. Prerequisite: HI 282. Spring semester.

**HI 383 Leadership In American History****3**

Course will examine the nature of leadership through both biography and leadership theory with historical case studies. Periodic offering.

**HI 384W Pacific Northwest History****3**

Explores the Pacific Northwest as a geographic culture area from prehistory to the present. Perspectives of the various peoples who have lived here: Native Americans, Europeans and Americans. Modernization and contemporary issues in the Pacific Northwest. Role of regionalism, international conflict and ecological issues.

**HI 396 Topics in History****1-3**

Selected upper-division topics in history. Periodic offering.

**HI 404 Anglo-Saxon Literature and Culture****3**

A study of Anglo-Saxon poetry and prose and their historical and cultural contexts, including some language and manuscript study. The poetry studied will include riddles and shorter religious poems and well-known poems such as *The Wanderer* and *Beowulf*. The prose studied will include excerpts from contemporary chronicles, letters, and sermons. Students will also be given a brief introduction to the elements of Old English grammar and translation. Spring semester, odd years. Also listed as EL 404.

**HI 410W American Intellectual History****3**

Focus on major thinkers and periods in American history. Special emphasis on Puritanism, the Enlightenment, Romanticism, Social Darwinism, and the major currents of 20th-century thought.

**HI 423W Marxism and the Socialist World****3**

Focus on Marx's critique of capitalism. Later interpretations and application of Marx's theories in a variety of revolutions, from those of the Soviet Union, China, Yugoslavia and Cuba to current upheavals in the socialist world. Also listed as PO 423W.

**HI 425 Holy War in Europe****3**

Holy War in Europe begins with the Crusades and flourishes during the 16th and 17th centuries, long known as the Age of Religious Warfare. A survey of propaganda and context for conflicts in England, Germany, France and the Netherlands. A major research paper is required. Periodic offering.

**HI 445 Revolution in History****3**

Theory and history of revolution in Western civilization. The Great Rebellion in England and revolutions in America, France, Russia and China. Contemporary revolutionary movements in Latin America, Africa and Asia. Also listed as PO 445. Periodic offering.

**HI 463 American Foreign Policy****3**

Major themes, debates, patterns and precedents of American foreign policy, emphasizing 20th-century diplomatic issues. Also listed as PO 463.

**HI 488W Ideas About History****3**

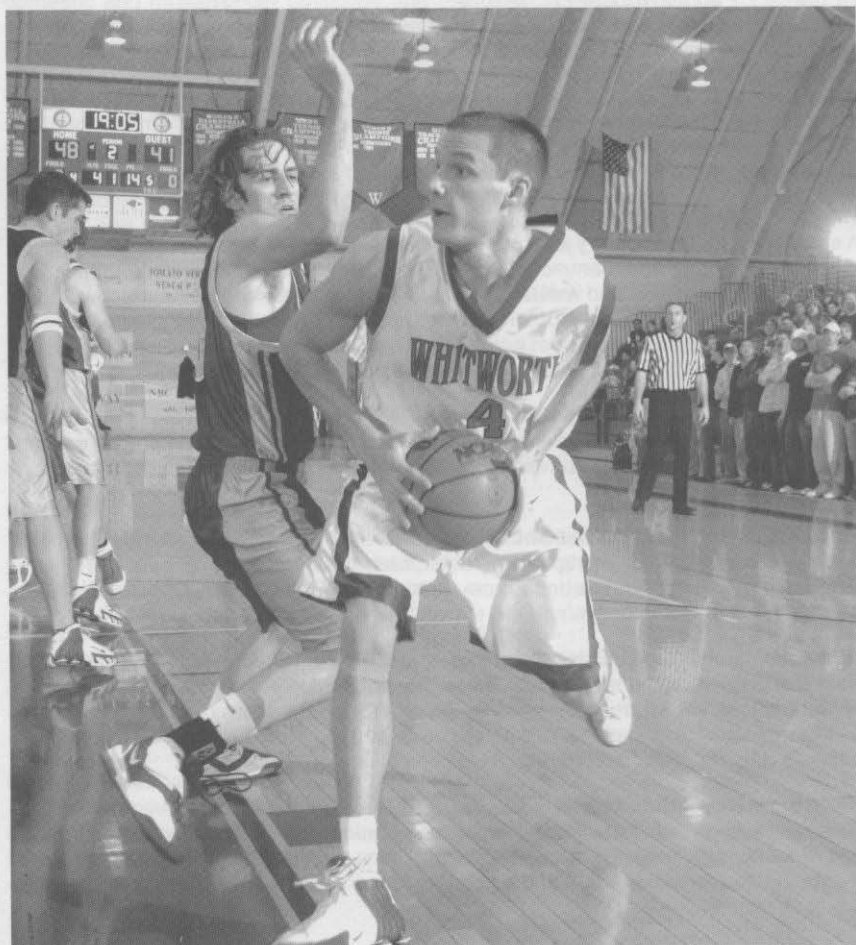
Major ideas and writings of history, historians' fallacies and styles. How historians are influenced by and in turn influence worldviews. Historical method, philosophy of history, biography, national bias, use of sources, the craft of teaching history and the study of Christianity and history included. Prerequisite: completion of Core 250 or advanced junior status.

**HI 490 Public-History Internship****3****HI 497 Senior Portfolio****1**

Students will submit a portfolio by April 15 of their final year (or midway through their final term). The portfolio will include a selection of work from three to four courses. Spring semester. Also listed as EL 497.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# International Education Center

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Sue Jackson (director)

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[offcampus@whitworth.edu](mailto:offcampus@whitworth.edu)

The Whitworth International Education Center combines off-campus programs, international-student services and the new English for International Students Program. The center is housed in Alder Hall and comprises the following people:

Sue Jackson, Director

Dee Dobler, International Services

Lulu Gonzalez, International Student Services

Gregg Brekke, English for International Students

The Whitworth International Education Center honors God's human creation by encouraging students, faculty and staff to connect with the global community. We serve Whitworth in the world with respect, empathy and a sense of humor.

Knowledge of a world culture other than one's own is a major learning goal at Whitworth. In order to provide the best opportunity for students to live and learn in vastly different cultural settings, the university offers a wide variety of international and multicultural courses involving travel. In off-campus venues, students acquire understanding that helps form their value systems, priorities and commitments to serve a world in need. Participants return better prepared to live in an interdependent world.

Whitworth's goal is to ensure that all students who wish to do so are able to study a different culture abroad or elsewhere in the United States. The Whitworth Off-Campus Studies Office assists students in planning and executing their international and multicultural study programs. Working with an expanding network of partner universities and institutions in the U.S. and throughout the world, the center provides programs for both individuals and groups that range in cost from no more than campus room and board to \$7,000 (plus tuition) in areas with high living costs. Official exchange programs between Whitworth and other foreign universities are generally the least expensive for students. Overseas travel scholarships are available to qualified students.

## English for International Students

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FACULTY: Gregg Brekke

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[gbrekke@whitworth.edu](mailto:gbrekke@whitworth.edu)

For students whose primary language is not English, advanced-level courses are available to bring their reading, writing, and oral communication skills up to a level of proficiency for participation in other courses at Whitworth University. These courses require students to use an integrated set of skills for critical thinking, analytic reasoning, problem-solving, and written and oral communication. Each EIS course carries four semester credits and is creditable toward graduation.

All international students whose primary language is not English or who are non-U.S. citizens are required to take the Test of English as a Foreign Language (TOEFL) and to have their official scores sent by Educational Testing Service to Whitworth University. Official International English Language Testing System (IELTS) scores may be substituted for TOEFL scores. TOEFL or IELTS scores that are more than two years old will not be accepted.

TOEFL minimum score: 79 iBT

TOEFL preferred score: 88 iBT

IELTS score: 6.5

Students who meet the minimum English-proficiency requirement but have scores lower than those listed as preferred will be required to enroll in EIS 106, 107, 108, and 109, which are offered only in the fall semester and Jan Term.

### **EIS 106 Oral Communication in Academic Discourse**

4

Advanced speaking and listening course for international students. Emphasis on comprehension, summary and critique of lectures and media. Attention to discussion and U.S. classroom culture, academic presentations, and oral fluency.

### **EIS 107 Reading in Academic Discourse**

4

Advanced reading course for international students. Emphasis on mastery of the Academic Word List, inference, summary, synthesis, and critical response to academic text and articles. Fall semester.

### **EIS 108 Writing in Academic Discourse**

4

Advanced writing course for international students. Emphasis on summary, paraphrase, critical review, and research strategies. Attention to grammar, style, and format as required. Fall semester.

### **EIS 109 American Studies for International Students**

4

American-culture course for international students. Focus on basic U.S. cultural values, beliefs and behaviors. Attention to history, politics, economics, immigration, race relations, education, family and religion. Jan Term.

## **Whitworth Semester Abroad**

At least one semester each year, a group of Whitworth students travels to a foreign country for three months and receives instruction from Whitworth faculty as well as from native scholars. These "mini-universities" abroad generally include 20-40 students and are limited to students at least at the sophomore level. Applications for the semester-abroad programs are due one year in advance, and students may be screened on the basis of maturity and adaptability to foreign environments. The schedule for these programs is as follows:

### **British Isles**

Courses: Depend on faculty leaders, but have included English literature, history and art

Highlights: Visits to major cities and historic sites; home stays in England

Years: 2008 (fall) and every third year thereafter

### **Central America**

Courses: Depend on faculty leaders, but have included contemporary Central-American problems, intensive Spanish and service internship. Program includes travel to Costa Rica, Guatemala, Honduras, Nicaragua and Mexico.

Highlights: Intensive language study in Guatemala and a rural home stay in Honduras

Years: 2008 (Jan Term/spring semester) and every third year thereafter

### **France**

Courses: Depend on faculty leaders, but have included French literature, music, history, politics and art, including intensive French prior to departure

Highlights: Home stays and living in several French cities

Years: 2007 (spring semester) and every third year thereafter

## **Exchanges and Study-Abroad Opportunities**

Through overseas partnerships and other arrangements, Whitworth can arrange for individual students or small groups to study abroad or at a multicultural setting in the U.S. for one semester or for an entire year. Whitworth students typically pay tuition and room and board to Whitworth University and then receive tuition and room and board at the foreign university without charge.



Students may enroll at the following partner universities (if vacancies are available):

### **Argentina**

*The Center for Cross-Cultural Study, Cordoba*

Highlights: Students live with host families and study at the Universidad Blas Pascal.

Requirement: Intermediate Spanish language ability

Number of positions per year: Five

### **China**

*Nanjing University, Nanjing*

Highlights: Students focus on study of Mandarin and may take time for travel throughout China.

Requirement: Intermediate Chinese-language ability

Number of positions per year: Open

### **France**

*University of Provence, Aix-en-Provence*

Highlights: Students attend French classes in beautiful southern France.

Requirement: Intermediate to advanced French-language ability

Number of positions per year: Open

### **Germany**

*Munich Conservatory of Music*

Highlights: Studies in music theory and performance at one of Germany's most prestigious conservatories

Requirements: Intermediate German-language ability; music majors only

Number of positions per year: Open

### **Japan**

*Shikoku Christian College, Zentsuji*

Highlights: Located on rural Shikoku Island; students live in dormitories on campus and may participate in college clubs as part of language training. Special instruction in Japanese culture provided.

Requirement: One year of Japanese-language study

Number of positions per year: Open

### **Mexico**

*Iberoamericana University, Mexico City*

Highlights: Students live with host families near the university and choose courses ranging from international relations to workshops in oral and written Spanish.

Requirement: Intermediate Spanish-language ability

Number of positions per year: Open

### **Netherlands**

*Maastricht University, Maastricht*

Highlights: This progressive university in the south of the Netherlands offers cutting-edge courses in business and economics. Instruction in English

Requirement: Must take business and economics classes

Number of positions per year: Open

### **South Korea**

*Keimyung University, Taegu*

Highlights: Students live with host families or in dormitories and choose from more than 80 courses taught in English, including political studies, business, history and art.

Requirement: No language requirement

Number of positions per year: Open

*Soong Sil University, Seoul*

Highlights: This Presbyterian university in the capital city of Korea emphasizes studies in computer science, Christian missions, international affairs, and international business. Instruction is in English.

Requirement: No language requirements

Number of positions per year: Open

### **Spain**

*The Center for Cross-Cultural Study, Seville and Alicante*

Highlights: Students live with host families or in student residences. Studies emphasize cross-cultural experience through travel, study visits and speaking Spanish.

Requirement: Intermediate Spanish language ability

Number of positions per year: Five

### **Thailand**

*Payap University, Chiang Mai*

Highlights: Students live in dorm rooms and study Thai culture, language and music.

Requirement: No language requirements

Number of positions per year: Open

### **U.S.A.**

*Sheldon Jackson College, Sitka, Alaska*

Highlights: Students live in dorms at this small Presbyterian college and have the opportunity to take courses in Native-Alaskan culture.

Requirement: Sophomore standing

Number of positions per year: Open

*Stillman College, Tuscaloosa, Ala.*

Highlights: Students live in dorms at this traditionally African-American college and have the opportunity to study African-American heritage.

Requirement: Sophomore standing

Number of positions per year: Open

## **International Student Exchange Program**

This consortium program allows Whitworth students to attend any of 150 member universities in Europe, Africa, Asia, Australia, Canada and Latin America. Payment for tuition, room and board is made to Whitworth. The student pays a placement fee, health insurance and airfare. Some travel scholarships are available to qualified students.

Some of the universities that have welcomed Whitworth students through ISEP include the University of Ulster, the University of Plymouth (U.K.), Mazaryk University in the Czech Republic and Pontifica Universidad Catolica de Valparaiso, Chile.

## **Council for Christian Colleges and Universities (CCCU)**

As a member of the Council for Christian Colleges and Universities, Whitworth supports three of the coalition's study programs. Five positions per year are open to Whitworth students desiring to spend either fall or spring semester studying at one of the following locations:

### **American Studies Program, Washington, D.C.**

Highlights: Students live in apartments in the nation's capital. The program includes coursework and internships that focus on current national and international issues in public policy in the context of Christian faith.

Requirements: Junior standing, serious Christian commitment and strong academic record

### **Latin American Studies Program, San Jose, Costa Rica**

Highlights: Students live with host families. Program includes intensive Spanish-language coursework; seminars on Latin-American history, politics, economic and religious life; a service-related internship; a two-week tour of other Latin American countries. Two specialized academic tracks, international business and management, and tropical sciences and sustainability are available to qualified students.

Requirements: Junior standing, serious Christian commitment and strong academic record

### **Los Angeles Film Studies Center**

Highlights: The program provides an introduction to the mainstream Hollywood film industry and examines the industry within a Christian context and from a liberal-arts perspective. Students learn from both theoretical and hands-on approaches, including an internship.

Requirements: Junior standing, serious Christian commitment and strong academic record

### **Jan Term**

The month of January affords a broad variety of short study programs led by Whitworth faculty. Aside from courses offered on a regular basis (usually alternating every other year), there are often several "one-of-a-kind" experiences for students during Jan Term. Notice of these travel courses is made in late spring or early fall prior to the proposed January of travel. The courses are as follows:

#### **Australia/Thailand/India**

Course: International Business

Highlights: See how cultural differences affect business practice in these countries

Group size: 20

Alternate years: 2007 (India)

#### **Europe**

Course: Core 250

Highlights: Key historic sites associated with Western philosophers

Group size: 20

Alternate years: 2007

#### **France and Switzerland**

Course: European Roots of Christian Spirituality

Highlights: Study of Protestant and Catholic traditions

Group size: 15

Alternate years: 2007

#### **Germany**

Course: German-language program

Highlights: Home stays and cultural immersion

Group size: 10

Alternate years: 2007

#### **Great Britain**

Course: British Culture through Theatre and Music, London

Highlights: Plays, concerts, backstage tours, cultural sites

Group size: Approximately 25

Alternate years: 2008

Course: Christianity in Britain

Highlights: Examine origins, development and influence of the Christian church in Great Britain

Group size: 20

Alternate years: 2007

**Guadeloupe**

Course: French language

Highlights: Home stays and cultural immersion

Group size: 10

Alternate years: 2008

**Ireland and Wales OR India**

Course: Computer Science & Math in a Cultural Context

Highlights: University exchanges, businesses and service projects

Group size: 15

Alternate years: 2008 (Ireland and Wales)

**Israel**

Course: Biblical History and Geography

Highlights: Opportunity to study and travel in Israel

Group size: Approximately 20

Alternate years: 2007

Course will not be held if a State Department Travel Warning is in effect.

Course: Peoples and Cultures of the Holy Lands: Past and Present

Highlights: Home stays and intensive interaction with residents

Group size: Approximately 15

Alternate years: 2008

Course will not be held if a State Department Travel Warning is in effect.

**Mexico**

Course: Everyday Spanish 130, 230, 330

Highlights: Live with host families and study Spanish in Guanajuato

Group size: Open

Yearly

**Northern Ireland**

Course: Religion, Peace and Conflict in Northern Ireland

Highlights: Explore the historical, political and religious roots of The Troubles

Group size: 20

Alternate years: 2008

**Rome/Florence/Berlin**

Course: The Power and Politics of Art

Highlights: Exploration of the arts (especially music and visual arts) in relation to history and culture

Group size: 15

Alternate years: 2007

**Rome or other destination**

Course: International Culture through Jazz

Highlights: Arts, culture, history, and concerts with local jazz musicians

Group size: 20 (by audition only)

Alternate years: 2-3 years

**South Africa**

Course: Press, Prophets and Politics (communication or political-science credit)

Highlights: Travel extensively in the country, with many different home stays. Meet important figures in politics and the church.

Group size: 20

Alternate years: 2008

**Thailand**

Highlights: Students live in dorm rooms and study Thai culture, language and music.

Requirement: No language requirements

Number of positions per year: Open

Alternate years: 2008

## **U.S.A.**

Course: Prejudice Across America

Highlights: Study prejudice against four major non-white racial/ethnic groups and diverse religious worldviews.

Group size: 20

Alternate years: 2007

## **Hawaii**

Courses: Cross-cultural Education, Science In Hawaii, Anthropology In Hawaii

Highlights: Field interviews with local resource persons, exploration of volcanoes, and Hawaiian culture

Group size: Approximately 15 per course

Alternate years: 2007

## **Puget Sound**

Course: Marine Ecology

Highlights: Explore interaction of temperate marine organisms with their living and non-living environment.

Group size: 7

Alternate years: 2007

## **San Francisco**

Courses: Literature, music, arts, and multicultural education

Highlights: Orientation to urban culture, opportunity to study diverse cultures within the city.

Group size: 15

Yearly

## **Tall Timber Ranch, Cascade Mountains**

Course: Christian Spirituality

Highlights: Live in community and study history, theology and practice of spirituality.

Group size: 20

Alternate years: 2007

## **Alaska, Coeur d'Alene Indian Reservation, Yakima Valley, Korea, Jamaica, Taiwan, San Francisco, Spokane Refugee Center, and other venues by arrangement**

Course: Intercultural Education (for education majors only)

Highlights: Education students develop an understanding of minority cultures by living and working among the people.

Individual arrangements

Yearly

## **Summer Term Programs**

### **May Term**

#### **Japan**

Course: Seminar in Sports Medicine

Highlights: Comparison of American and Japanese approaches to sports medicine/athletic training

Group size: Open

Alternate years: May Term 2007

#### **A variety of settings including New York, Philadelphia, Mexico and Northern Ireland**

Program: Diakonia

This summer Christian outreach sponsored by Whitworth provides students the opportunity to perform volunteer Christian service. Sophomores and juniors may apply. Support money is raised through various fund-raising projects on campus.



# Kinesiology & Athletics

FACULTY: Warren Friedrichs (chair); Sean Bushey, Mike Ediger, Jolene Fisher, Jim Hayford, Daman Hagerott, Helen Higgs, Melinda Larson, Scott McQuilkin, David Pomante, Russell Richardson, Todd Sandberg, John Tully, Jo Wagstaff, Rodney Wecker, Kirk Westre, Toby Schwarz. Head Coaches: Fuzzy Buckenberger (softball), Sean Bushey (men's soccer, women's soccer), Warren Friedrichs (golf), Jim Hayford (men's basketball), Helen Higgs (women's basketball), Steve Rupe (volleyball), Steve Schadt (swimming), Toby Schwarz (cross-country, track and field), Mike Shanks (men's tennis), John Tully (football), Jo Wagstaff (women's tennis), Keith Ward (baseball)

[www.whitworth.edu/kinesiology&athletics](http://www.whitworth.edu/kinesiology&athletics)

Our mission is to encourage and facilitate physical exercise and activity, to promote healthy lifestyle choices and to encourage our students to aspire to a lifetime of fitness/wellness. We also seek to prepare our majors for successful careers in the exercise or health professions.

The learning outcomes of this major prepare the student to do the following:

- Participate in regular physical exercise.
- Establish healthy lifestyle habits and choices.
- Participate in and facilitate safe and positive learning environments.
- Develop an understanding and appreciation of the human body.
- Prepare for graduate school and professional careers.
- Develop professional integrity and provide service to the community.

## Requirements for a Health, Fitness, and Physical Education Major, B.A. (47)

All endorsements subject to change; see School of Education for updated requirements.

Both tracks require the following core courses: ..... 43

BI 220 Human Anatomy and Physiology I ..... 4

BI 221 Human Anatomy and Physiology II ..... 4

KIN 270 Emergency Response ..... 2

KIN 320\* Structural and Mechanical Kinesiology ..... 4

One of the following: ..... 3

KIN 322 Philosophical and Psychological Aspects of Coaching

KIN 370 Sports Psychology

KIN 326W\* Exercise Physiology ..... 3

KIN 330 Adaptive Physical Education ..... 2

KIN 345 Elementary PE and Health Education: Curriculum and Methods ..... 2

KIN 351 Curriculum and Methods: Secondary Health, Fitness & PE ..... 2

KIN 361 Community Health ..... 2

KIN 362 Personal Health ..... 2

KIN 400 Tests and Measurements ..... 2

KIN 420 Administration and Legal Aspects of Health, Fitness & PE ..... 2

KIN 433 Principles of Conditioning and Nutrition ..... 3

KIN 465 Motor Development and Learning ..... 2

KIN 498 Senior Seminar ..... 2

Complete one of the following tracks: ..... 6

\*Prerequisites: BI 220 and BI 221: Anatomy and Physiology I, II

## Track I: Teaching (Certification in Health & Fitness) (47)

Required core courses: ..... 43

Three of the following: ..... 3

KIN 264 Professional Activities I

KIN 265 Professional Activities II

KIN 266 Professional Activities III

KIN 267 Professional Activities IV

KIN 268 Professional Activities V

KIN 269 Professional Activities VI

KIN 481 Field Experience: Health, Fitness & PE ..... 3

(If student-teaching is at secondary level, KIN 481 should be at elementary level, and vice versa. KIN 481 may be met by EDU 368, Intercultural Field Experience.)

## Track II: Non-Teaching (47)

Required core courses: ..... 43

KIN390 Internship in area of professional interest ..... 3

KIN490 Internship in area of professional interest ..... 3

(Athletic-training majors can substitute KIN 283, KIN 284, KIN 384 clinical experience courses for the internships.)

# Athletic Training Education

The Whitworth Athletic Training Education Program is designed to prepare students for certification by the board of certification. The program merges a rigorous academic discipline with a variety of practical clinical experiences and is closely aligned with the School of Education in order to prepare teacher/athletic trainers to address the unique healthcare needs of today's secondary-school athletes. The program utilizes a holistic approach in developing multi-dimensional healthcare professionals and stresses servanthood within the context of a Christian liberal-arts environment.

The learning outcomes of this major prepare students to do the following:

- Be eligible for the board of certification exam which, upon successful completion, will allow them to practice as athletic trainers.
- Demonstrate mastery of the clinical proficiencies identified for entry-level practice for athletic trainers.
- Enter traditional as well as the nontraditional work environments associated with the profession of athletic training.
- Practice with professionalism and integrity, reflecting the NATA's Code of Professional Ethics and the board of certification's standards of practice.
- Model servanthood as they deliver patient care.
- Be prepared for admission into advanced degrees in athletic training as well as in related healthcare professions.
- Understand and appreciate the cultural differences associated with patient care.
- Exhibit compassion and empathy in their patient care.
- Demonstrate effective interpersonal communication skills.
- Use evidence-based practice for the delivery of patient care.

## Requirements for Athletic Training Major, B.A. (54)

This is a limited-enrollment major. Applicants for admission to the athletic-training major are evaluated on the following criteria:

1. cumulative GPA of 2.75 or higher
2. completion of KIN 270 and KIN 271 with a grade of at least a "B" in each course
3. formal application
4. submission of two letters of recommendation
5. ability to work effectively with others
6. primary focus in athletic training
7. interview (if necessary)

Technical standards for admission into the Whitworth Athletic Training Education Program can be obtained on our website at [www.whitworth.edu/athletictraining](http://www.whitworth.edu/athletictraining) and in our Athletic Training Student Handbook.

Prerequisites prior to admission to the program:

KIN 270	Emergency Response .....	2
KIN 271	Introduction to Athletic Training .....	2
Courses to be completed after admission to athletic-training major:		
BI 220	Human Anatomy and Physiology I .....	4
BI 221	Human Anatomy and Physiology II .....	4
KIN 320	Structural and Mechanical Kinesiology .....	4
One of the following .....		3
KIN 322	Philosophical/Psychological Aspects of Coaching .....	
KIN 370	Sports Psychology .....	
KIN 326W	Exercise Physiology .....	3
KIN 332	Pathophysiology and Modalities in Athletic Training .....	2
KIN 333	Organization and Administration of Athletic Training .....	3
KIN 334	Physical Exam of the Lower Extremities in Athletic Training .....	3
KIN 335	Physical Exam of the Upper Extremities in Athletic Training .....	3
KIN 336	Medical Issues in Athletic Training .....	2
KIN 362	Personal Health .....	2
KIN 432	Therapeutic Exercise .....	2
KIN 433	Principles of Conditioning and Nutrition .....	3
Twelve credits of clinical experience .....		12
KIN 283	Clinical Experience I .....	
KIN 284	Clinical Experience II .....	
KIN 383	Clinical Experience III .....	
KIN 384	Clinical Experience IV .....	
KIN 483	Clinical Experience V .....	
KIN 484	Clinical Experience VI, Senior Seminar .....	
Recommended:		
CH 101	Introduction to Chemistry .....	
KIN 338	Study Program Preparation/Japan .....	
KIN 339	Seminar in Sports Medicine/Japan .....	
KIN 361	Community Health .....	
KIN 400	Tests and Measurements .....	
KIN 465	Motor Learning .....	
PY 101	Introductory Psychology .....	
PS 121	Concepts of Physics .....	

## Requirements for Physical Education Minor (36)

Meets Washington state teaching endorsement requirements for health and fitness.

BI 220	Human Anatomy and Physiology I .....	4
BI 221	Human Anatomy and Physiology II .....	4
KIN 270	Emergency Response .....	2
KIN 320*	Structural and Mechanical Kinesiology .....	4
KIN 326W*	Exercise Physiology .....	3
KIN 330	Adaptive Physical Education .....	2
KIN 345	Elementary PE and Health Education: Curriculum and Methods .....	2
KIN 351	Curriculum and Methods: Secondary Health, Fitness & PE .....	2
KIN 361	Community Health .....	2
KIN 362	Personal Health .....	2
KIN 400	Tests and Measurements .....	2
KIN 420	Administration and Legal Aspects of Health, Fitness & PE .....	2
KIN 433	Principles of Conditioning and Nutrition .....	3
KIN 465	Motor Development and Learning .....	2

\*Prerequisites: BI 220 and BI 221: Anatomy and Physiology I, II

## Requirements for Athletic Coaching Minor (19-21)

KIN 270	Emergency Response .....	2
KIN 322	Philosophical/Psychological Aspects of Coaching .....	3
KIN 370	Sport Psychology .....	3
KIN 390	Internship .....	3
KIN 410	Coaching Methods .....	3
And select five or more credits from the following courses:.....		5
KIN 271	Introduction to Athletic Training	
KIN 420	Sports Law	
KIN 490	Internship	

## Varsity Sports

(1)

For participants in men's and women's sports at the intercollegiate level

PE 101	Varsity Baseball
PE 102	Varsity Basketball
PE 103	Varsity Football
PE 104	Varsity Golf
PE 105	Varsity Tennis
PE 106	Varsity Track and Field
PE 107	Varsity Swimming
PE 108	Varsity Softball
PE 109	Varsity Cross-Country
PE 110	Varsity Volleyball
PE 111	Varsity Soccer
PE 117	Cheer Leadership

## Physical-Activity Courses

(1)

PE 113,213	Beginning, Intermediate Basketball
PE 115	Bowling
PE 119,219	Ice Skating, Ice Skating for Fitness
PE 120	Pilates
PE 121	Yoga
PE 122	Tennis
PE 124	Weight Training
PE 125	Golf
PE 128	Sports Conditioning
PE 129	Badminton
PE 130	Soccer
PE 132	Fitness Programs
PE 133,233	Beginning, Intermediate Volleyball
PE 134	Jogging
PE 138,178	Karate, Karate II
PE 141	Water Aerobics
PE 143,243	Beginning, Intermediate Ballet
PE 148	Cross-Country Skiing
PE 149	Swimming for Fitness
PE 152	West Coast Swing and Lindy Hop (spring semester)
PE 153	American Ballroom Dance
PE 154	International Ballroom Dance
PE 159	Snow Skiing and Boarding
PE 164	Pickleball
PE 166	Aerobics
PE 184	Introduction to Sacred Movement
PE 185	Ministry, Movement and the Arts
PE 219	Ice Skating for Fitness

**PE 175 Survey of Physical-Education Activities 3**

Course includes individualized fitness assessment, personalized program development, and exposure to leisure and lifetime wellness activities as they relate to the continuing-studies student. Also includes a personalized aerobic component and nutritional considerations. For continuing-studies students only.

**Kinesiology Courses****KIN 196 Topics in Kinesiology 1-3**

Selected lower-division topics in physical education. Periodic offering.

**KIN 264 Professional Activities I 1**

Volleyball, track and field. Spring semester, even years.

**KIN 265 Professional Activities II 1**

Softball, aerobics, new games. Fall semester, even years.

**KIN 266 Professional Activities III 1**

Football, weight-lifting. Spring semester, odd years.

**KIN 267 Professional Activities IV 1**

Racket sports. Fall semester, odd years.

**KIN 268 Professional Activities V 1**

Basketball, soccer. Spring semester, even years.

**KIN 270 Emergency Response 2**

First-aid and safety procedures. Emergency-response and CPR certificates from the Red Cross awarded to those who qualify. Lab fee (lab required). Spring semester, Jan Term.

**KIN 271 Introduction to Athletic Training 2**

Survey of the profession of athletic training. Injury prevention, assessment, treatment, taping and rehabilitation of common athletic injuries will be presented. Lab fee (lab required). Spring semester.

**KIN 279 Foundations of Health, Fitness and Physical Education 2**

Introduction to the various fields of physical education/kinesiology, such as biomechanics, exercise physiology, sports psychology, motor learning, and more. Spring semester.

**KIN 283,284 Clinical Experience I, II 2,2**

Clinical experience in athletic training. 283 in fall semester; 284 in spring semester.

**KIN 320 Structural and Mechanical Kinesiology 4**

A study of human motion, emphasizing analysis of joint and muscular action and the application of biomechanical principles for sport skills common to physical education and athletics. Lab required. Prerequisites: BI 220, BI 221, and KIN 326. Spring semester.

**KIN 322 Philosophical and Psychological Aspects of Coaching 3**

An overview of the application of philosophical and psychological principles to coaching so that the coach is better prepared to develop the maximum potential in athletes. Fall semester.

**KIN 326W Exercise Physiology 3**

The study of theory and practical application of exercise as it applies to the human body. Prerequisites: BI 220 and BI 221. Lab fee (lab required). Fall semester.

**KIN 330 Adaptive Physical Education and Recreation 2**

A study of teaching activities that must be directed toward or modified for special groups. Jan Term.



- KIN 332 Pathophysiology and Modalities in Athletic Training** 2  
Analysis of the physiological response to injury and the effects of therapeutic modalities and rehabilitation on damaged tissues. Prerequisites: KIN 270, KIN 271 and BI 220. Lab fee (lab required). Spring semester.
- KIN 333 Organization and Administration of Athletic Training** 3  
Content includes management, leadership, legalities, historical perspectives, motivation and technology. Prerequisite: KIN 334. Spring semester.
- KIN 334 Physical Exam of the Lower Extremities in Athletic Training** 3  
Intense in-depth study of the lower extremities, including physical examination, injury recognition, treatment, taping, bracing and rehabilitation. Prerequisites: BI 220 and BI 221. Lab fee (lab required). Fall semester.
- KIN 335 Physical Exam of the Upper Extremities In Athletic Training** 3  
Intense in-depth study of the trunk, head, face and upper extremities, including physical examinations, injury recognition, emergency treatment, taping, bracing and rehabilitation. Prerequisite: KIN 334. Lab fee (lab required). Spring semester.
- KIN 336 Medical Issues in Athletic Training** 2  
Includes sports pharmacology, physiological considerations, common illnesses and special concerns. Prerequisites: BI 220 and BI 221. Spring semester.
- KIN 338 Athletic-Training Study Program: Preparation** 1
- KIN 339 Seminar in Sports Medicine: Japan** 3  
Comparative analysis of Eastern and Western philosophies of athletic healthcare. Conducted at various locations in Japan. May Term, odd years.
- KIN 344 Curriculum and Methods: Elementary Health, Fitness and Physical Education** 1  
Curriculum and methods for teaching physical education and health education in elementary schools. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced. Fall and spring semesters and Jan Term.
- KIN 345 Elementary PE and Health Education: Curriculum and Methods** 2  
Curriculum and methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level. Class management, class discipline and directed teaching are practiced. Prerequisite: Class is for health, fitness and physical-education majors. Fall semester.
- KIN 351 Curriculum and Methods: Secondary Health, Fitness and Physical Education** 2  
Practical applications of educational theory and sports content. Emphasis on preparation of resource units and directed teaching. Spring semester.
- KIN 361 Community Health** 2  
Current issues in health, including the healthcare system and wellness and illness. Spring semester.
- KIN 362 Personal Health** 2  
Current issues related to substance use and abuse, sexuality and life cycles. Fall semester.
- KIN 370 Sports Psychology** 3  
A study of various psychological training programs to manage competitive stress, control concentration, enhance motivation, improve confidence, and improve communication skills and team harmony. Jan Term. Also listed as PY 370.

- KIN 383,384 Clinical Experience III, IV** 2,2  
Clinical experience in athletic training. 383 in fall; 384 in spring semesters.
- KIN 396 Topics in Physical Education** 1-3  
Selected upper-division topics in physical education. Periodic offering.
- KIN 400 Tests and Measurements** 2  
Selection, administration, interpretation and application of tests of fitness, skills and knowledge. Development of computer-software proficiency as it relates to the evaluation of tests designed to analyze human movement. Fall semester.
- KIN 410 Coaching Methods** 3  
Instruction in athletic coaching methodology such as effective practice planning, effective use of drills in skill acquisition, physical-conditioning methods (aerobic/anaerobic), strength conditioning, and understanding of athletic training (hydration, taping, injury prevention and rehabilitation).
- KIN 420 Administration & Legal Aspects of Health, Fitness, & Physical Education** 2  
Administrative policies and practices as they relate to program development, budget, facilities, equipment, personnel management and public relations in directing physical-education, intramural and interscholastic sports programs. Fall semester.
- KIN 430 Sports and Society** 3  
Interrelationships of sports with other aspects of culture. Role of sports in American society. Spring semester, every other year. Also listed as SO 430.
- KIN 432 Therapeutic Exercise** 2  
Instruction on the effective application of therapeutic exercise in order to achieve symptom-free movement and function. Content includes basic principles of exercise, therapeutic effects of exercise, functional evaluation of performance, goniometric measurements and manual muscle testing. Lab required. Fall semester.
- KIN 433 Principles of Conditioning and Nutrition** 3  
Development of proficiency in the theory, design, and implementation of conditioning programs. Instruction includes nutritional considerations and ergogenic aids for physical conditioning. Lab required. Prerequisites: KIN 320 and KIN 326W. Fall and spring semesters.
- KIN 465 Motor Development, Control and Learning** 2  
Theories and principles of motor activity and motor responses. Spring semester.
- KIN 483 Clinical Experience V** 2  
Clinical experience in athletic training. Fall semester.
- KIN 484 Clinical Experience VI/Senior Seminar** 2  
Clinical experience in athletic training. Spring semester.
- KIN 498 Senior Seminar** 2  
Career planning, graduate school, financial planning, and effective leadership are discussed as students prepare for professional careers. Emphasis on student presentations. Spring semester.

#### Directed Studies

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 390, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.

# Leadership Studies Program

FACULTY: Jack Burns, Dayna Coleman, Dick Mandeville

[www.whitworth.edu/leadershipstudies](http://www.whitworth.edu/leadershipstudies)

The mission of the Whitworth Leadership Studies Program is to educate the minds and hearts of those who practice leadership. The program will make a significant and unique contribution to the study and practice of leadership through its integration of principles and theories of leadership with the transforming nature and the moral authority of Christ. Students will acquire knowledge and skills informed by the emerging and related collaborative and transforming leadership theories. The program teaches a perspective on world need that is broad, inclusive and empathetic.

The learning outcomes of this minor prepare the student to obtain the following:

## Knowledge

Students who complete the leadership-studies program will do the following:

- Develop knowledge of the evolution of the theories of leadership and management as well as theories that inform various practices of leadership, e.g. conflict management.
- Be able to understand, in different kinds of leadership situations, how to choose appropriate situational leadership styles, and understand the basic leadership theory that informs their practice of leadership.
- Understand how complexity theory and chaos theory inform their analysis of organizations.
- Understand the differences between transactional and transforming leadership and the benefits of each in different kinds of leadership and organizational settings.
- Learn how to develop and present a comprehensive project proposal.
- Explore the relationship of leadership to service by participating in local and global service projects.
- Have appreciation and knowledge of both the breadth and the depth of contemporary and classical leadership literature.

## Skills

Students who complete the leadership-studies program will gain skills and competence in the following areas:

- Moral reasoning
- Leading change
- Critical thinking skills
- Creative problem-solving skills
- Conflict-resolution skills
- Human motivation
- Organizational behavior
- Communications issues
- Servant-leadership
- Ethical practices in leadership
- Participation on leadership teams

## Requirements for a Leadership Studies Minor (19)

Required core courses:

LS 250	Principles of Service and Leadership .....	3
LS 350	Transforming Leadership .....	3
LS 401	Leadership Seminar .....	1
Three semester credits from the following:.....		3

LS 490 Internship

LS 455 Chaos Theory, Leadership and Management

GE 330	Community-Leadership Training
TH 170	Young Life Leadership
Supporting curriculum (choice of nine semester credits): ..... 9	
Business and Economics (no more than six semester credits):	
BU 110	Introduction to Business and Management
BU 315	Funding and Grant-Writing
BU 351	Group Dynamics
BU 374	Principles of Management
BU 425	Organizational Behavior
BU 450W	Social and Ethical Issues in Business
BU 455	Chaos Theory, Leadership and Management
EC 425	Economic Development
Communication Studies (no more than six semester credits):	
JMC 244	Publicity and Public Relations
SP 323	Organizational Communication
SP/TH 336	Gospel Proclamation
SP/TH 338	Small-Group Ministry
SP 355	Parliamentary Procedure
SP 362	Argumentation and Debate
SP 387	Rhetorical Criticism
SP 398	Intercultural Communication
SP 493W	Communication Ethics
English, Political Science and History (no more than six semester credits):	
EL 316	Saints and Sinners in 19th-Century American Fiction
HI 235	Portraits of America
HI/PO 297	Nonviolent Defense and Conflict Resolution
HI 382	Issues in Public History
HI 410W	American Intellectual History
HI 445	Revolution in History
PO 353W	Political Economy
PO 371	Introduction to Public Administration
PO 425W	The Third World: Political Change
PO 434W	American Political Thought
Psychology and Sociology (no more than six semester credits):	
PY 315	Holocaust and Genocide Studies
SO 310	Interpretations of Modern Society
SO 365	Cities and Urban Life
SO 372	Social-Intervention Strategies
SO 423	Sociology of Wealth and Poverty
Theology & Philosophy (no more than six semester credits):	
TH 205	Reformation
TH 313W, 314	History of Christianity I, II
PH/TH 221	Ethics
TH/SP 336	Gospel Proclamation
TH/SP 338	Small-Group Ministry
TH 337	Administration in Ministry
PH 435	Social and Political Philosophy
Other Discipline Areas (no more than nine semester credits):	
BI 333	Evolutionary Biology
BI 354	Developmental Biology
EDU201/202	Educational Psychology and Exploring Teaching
EDU401W	Democracy, Leadership and Schooling
KIN 322	Philosophical and Psychological Aspects of Coaching
KIN 333	Organization and Administration of Athletic Training
MI 302	Leading Small Organizations II
MU 225	General Conducting

MU 427	Advanced Conducting
NU 307	Assertiveness Training for Nurses
NU 402	Nursing Leadership
PS 151	General Physics I
PS 355W	Quantum Mechanics
TA 361	Fundamentals of Directing

#### Special Topics:

LS 196	Special Topics in Leadership Studies
LS 396	Special Topics in Leadership Studies

## Leadership Studies Courses

### LS 196 Topics in Leadership Studies

1-3

Selected lower-division topics in leadership studies. Periodic offering.

### LS 250 Principles of Service and Leadership

3

Focus on basic leadership-skill development and theoretical foundations. Students gain exposure to leadership styles; leadership and values; balance and burnout; the historical evolution of leadership theories; and leadership skills, including basic communication skills, vision, teamwork, group dynamics, decision-making, conflict resolution, proposal-writing and time management.

### LS 350 Transforming Leadership

3

The companion and sequel to LS 250. The course carefully explores transforming-leadership theory. Students participate in a service-learning project in which the theory is put to a practical test. Prerequisite: LS 250.

### LS 396 Topics in Leadership Studies

1-3

Selected upper-division topics in leadership studies. Periodic offering.

### LS 401 Leadership Seminar

1

A senior seminar for students completing the leadership-studies minor. This capstone leadership-studies course is taken after all other leadership-studies core coursework requirements are completed. Students are exposed to emerging literature in leadership studies; they then develop and present a senior thesis on leadership.

### LS 455 Chaos Theory, Leadership and Management

3

A capstone course in leadership theory. Application of theory and practice to personal philosophy of leadership and to future vocational/avocational objectives. Jan Term offering.

### LS 490 Leadership Internship

1-3

Internships are arranged by students and approved by the Whitworth Leadership Studies Program Board.

### Directed Studies

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# Mathematics & Computer Science

FACULTY: Susan Mabry (chair), Richard Bishop, Lyle Cochran, Martha Gady, Kent Jones, Donna Pierce, Anne Trefry, Peter Tucker, Nicolas Willis

www.whitworth.edu/mcs  
mathcomputersci@whitworth.edu

The Whitworth Mathematics & Computer Science Department offers a solid foundation in several tracks of study designed to engage students in theory and application. These programs prepare students for a variety of professions and for graduate school. In an integrated department, students learn how mathematics provides a foundation for computer science, and how computer science offers practical application and models of mathematics. Faculty members convey application of mathematics and computer science in business, education, engineering and the natural and social sciences.

Believing that God wants all individuals to strive to reach their full potential, faculty members continually challenge students by providing them the opportunity to participate in activities that go beyond the traditional classroom experience. Activities include notable research and development, service-learning projects, off-campus study programs, guild clubs, industry trips and teaching-assistant opportunities. Through theory and practice, students develop critical-thinking and problem-solving skills that enable their success in professions and in life.

The learning outcomes of this major prepare the student to do the following:

## Mathematics

- Demonstrate an appropriate level of problem-solving skills using analytical reasoning.
- Demonstrate proficiency in oral and written communication.
- Develop necessary skills for ongoing learning.
- Understand the need for solid ethical decision-making. Consider how faith and/or worldview can inform one's vocation and professional practices.
- Transition from concrete to abstract thinking according to the design of the undergraduate program in mathematics.
- Demonstrate proficiency with various technological tools.

## Computer Science

- Demonstrate an appropriate theoretical foundation for computer science.
- Develop software engineering proficiency.
- Cultivate problem-solving and critical-thinking skills.
- Reinforce interpersonal skills and effective teamwork.
- Demonstrate proficiency in communication skills – written, verbal, and presentation.
- Gain an international perspective and the ability to work cross-culturally.
- Understand the need for sound ethical decision-making, social and legal implications for computer science. Consider how faith and/or worldview can inform one's vocation and professional practices.

## Requirements for a Mathematics Major, B.A. (39)

All endorsements subject to change; see School of Education for updated requirements.

MA 171	Calculus I .....	4
MA 172	Calculus II .....	4
MA 273	Calculus III .....	4
MA 256	Elementary Probability and Statistics .....	3

MA 316	Discrete Mathematics .....	3
MA 330	Linear Algebra.....	3
CS 171	Computer Science I.....	3
CS 172	Computer Science II.....	3
Four of the following upper-division courses:.....		12

MA 317	Introduction to Complex Variables
MA 350	Numerical Analysis
MA 357	Mathematical Statistics I
MA 358	Mathematical Statistics II
MA 360	Number Theory
MA 365*	Modern Geometry
MA 410	Algebraic Structures
MA 430W	Graph Theory and Combinatorics
MA 440	Advanced Calculus I
MA 441	Advanced Calculus II
MA 481	Topics Seminar

\*This course is required for students seeking teacher certification.

Required for teacher certification:

EDU 454	Mathematics in Secondary School.....	2
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## Requirements for a Mathematics Major, B.S. (55-57)

All endorsements subject to change; see School of Education for updated requirements.

MA 171	Calculus I.....	4
MA 172	Calculus II .....	4
MA 273	Calculus III .....	4
MA 281	Differential Equations.....	3
MA/CS 296	Career and Vocation Seminar.....	1
MA 316	Discrete Mathematics .....	3
MA 330	Linear Algebra.....	3
MA 430W	Graph Theory and Combinatorics.....	3
MA 440	Advanced Calculus I .....	3
MA 441	Advanced Calculus II .....	3
CS 171	Computer Science I.....	3
CS 172	Computer Science II .....	3
Four of the following upper-division courses:.....		12

MA 317	Introduction to Complex Variables
MA 350	Numerical Analysis
MA 357	Mathematical Statistics I
MA 358	Mathematical Statistics II
MA 360	Number Theory
MA 365*	Modern Geometry
MA 410	Algebraic Structures
MA 481	Topics Seminar
PS 357	Math Methods for Engineers/Scientists

Two courses as follows:.....	6-8
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PS 151 and 153 General Physics I and II, or

EC 210 and 211 Microeconomics and Macroeconomics

\*This course is required for students seeking teacher certification.

Required for teacher certification:

EDU 454	Mathematics in Secondary School.....	2
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## Requirements for a Mathematical Economics Major, B.A. (52)

MA 171	Calculus I .....	4
MA 172	Calculus II .....	4
MA 273	Calculus III .....	4
MA 256	Elementary Probability and Statistics .....	3
MA 296	Career and Vocation Seminar .....	1
MA 330	Linear Algebra .....	3
MA 357	Mathematical Statistics I .....	3
MA 358	Mathematical Statistics II .....	3
CS 171	Computer Science I .....	3
CS 172	Computer Science II .....	3
CS 374	Database Management .....	3
EC 210	Microeconomics .....	3
EC 211	Macroeconomics .....	3
EC 320	Intermediate Microeconomic Analysis .....	3
EC 321W	Intermediate Macroeconomic Analysis .....	3
EC 402	Econometrics .....	3
One of the following: .....		3
EC 365W	History of Economic Thought .....	
EC 416	International Trade and Finance .....	
EC 425	Economic Development .....	

## Computer Science Core Courses (27)

### Required for all computer-science majors (plus option requirements)

CS 171	Computer Science I .....	3
CS 172	Computer Science II .....	3
CS 274	Ethical, Social & Legal Issues of CS .....	3
CS 278	Computer Organization and Assembler Programming .....	3
One of the following: .....		3
CS 370	Programming Languages .....	
CS 371	Windows Applications Development .....	
CS 372	Java Applications Development .....	
CS 373	Data Structures .....	3
CS 374	Database Management .....	3
CS 472W	Software Engineering .....	3
CS 475	Operating Systems .....	3
Recommended:		
CS 294	Career and Vocation Seminar .....	

## Requirements for a Computer Science Major, B.A. (57-60) (International Software-Management Option)

Computer-science core classes .....		27
CS 376	Computing Technology Management .....	3
BU 110	Introduction to Business and Management .....	3
BU 230	Financial Accounting .....	3
BU 311	Principles of International Business .....	3
MA 256	Elementary Probability & Statistics .....	3
SP 398	Intercultural Communications .....	3
Completion of an international-study experience .....		3
CS 360	Computer Science in a Cultural Context or other prior-approved international-education experiences such as semester-abroad or year-abroad programs, international-internship experience .....	
Foreign-Language Requirement .....		6-8
Students must demonstrate or complete second-year proficiency in a second language.		

One of the following:..... 3-4

MA 150 Algebra and Trigonometry

MA 171 Calculus I

Recommended:

CS 301 Internet Applications

CS 313 Networks

BU 231 Managerial Accounting

## **Requirements for a Computer Science Major, B.A. (54-55)**

### **(Business Option)**

Computer-science core classes ..... 27

CS 376 Computing-Technology Management ..... 3

BU 110 Introduction to Business and Management ..... 3

BU 230 Financial Accounting ..... 3

BU 231 Managerial Accounting ..... 3

BU 333 Accounting Systems and Theory ..... 3

EC 210 Principles of Microeconomics ..... 3

EC 211 Principles of Macroeconomics ..... 3

MA 256 Elementary Probability and Statistics ..... 3

One of the following:..... 3-4

MA 150 Algebra and Trigonometry

MA 171 Calculus I

Recommended:

CS 301 Internet Applications

CS 313 Networks

## **Requirements for a Computer Science Major, B.A. (51-52)**

### **(Network Systems Option)**

Computer-science core classes ..... 27

CS 313 Networks ..... 3

CS 314 Microsoft® Networks ..... 3

CS 315 High-Performance Computing ..... 3

Three upper-division computer-science courses ..... 9

One of the following:..... 3-4

MA 150 Algebra and Trigonometry

MA 171 Calculus I

Recommended:

CS 376 Computing Technology Management

## **Requirements for a Computer Science Major, B.S. (65)**

Computer-science core classes ..... 27

CS 401 Computer Architecture ..... 3

CS 473 Advanced Algorithm Design and Analysis ..... 3

MA 171 Calculus I ..... 4

MA 172 Calculus II ..... 4

MA 316 Discrete Mathematics ..... 3

MA 330 Linear Algebra ..... 3

PS 151 General Physics I ..... 4

PS 153 General Physics II ..... 4

PS 373 Electronics ..... 4

One of the following:..... 3

CS 313 Networks

CS 357 Computer Graphics

CS 457 Artificial Intelligence

One of the following:	.....	3
MA 350	Numerical Analysis	
MA 410	Algebraic Structures	
MA 430W	Graph Theory/Combinatorics	
Recommended:		
MA 273	Calculus III	
MA 256	Probability and Statistics	
CS 315	High-Performance Computing	

### Computer Science Honors Program

The intent of the honors program is to provide motivated students with the social and academic activities necessary to foster their growth as individuals and their commitment to excellence and service to others. Students enrolled in the program must complete a major in computer science. To qualify for graduation as a Computer Science Honors Program graduate, candidates must successfully complete the following requirements by the end of their senior year. Each requirement will be documented in the student's portfolio.

1. Apply for admission into the honors program after completing CS 172.
2. Maintain an overall cumulative GPA of 3.5 or above.
3. Complete the professional-learning requirement by fulfilling each of the following activities:
  - Join either the Association for Computing Machinery or the IEEE Computer Society.
  - Regularly attend ACM/IEEE Computer Society meetings.
  - Participate in the planning and presentation of a minimum of two ACM meetings.
  - Document the meeting plans and presentations in the portfolio.
  - Participate in ACM/IEEE activities (i.e. social, special topics seminars, etc.).
4. Complete the service requirement by participating in at least one of the following areas:
  - teaching assistant for computer-science courses
  - research assistant for a computer-science faculty member
  - lab assistant for the general-computing labs
  - technician for the Whitworth Computing Services Department
  - participation in related service-learning projects
5. Complete the internship requirement by satisfactory completion of an internship and/or research assistantship.
6. Complete and defend a senior research project.
7. Complete one semester of CS 499, Research Methods.

### Requirements for a Mathematics Minor (21)

MA 171	Calculus I	.....	4
MA 172	Calculus II	.....	4
MA 273	Calculus III	.....	4
MA 330	Linear Algebra	.....	3
CS 171	Computer Science I	.....	3

One of the following:..... 3

MA 281	Differential Equations
MA 256	Elementary Probability and Statistics

### Requirements for Mathematics Minor (22) (meets Endorsement Requirements)

This minor can be completed only by students receiving education certification. All endorsements subject to change; see School of Education for updated requirements.

MA 171	Calculus I	.....	4
MA 172	Calculus II	.....	4



MA 256	Elementary Probability and Statistics.....	3
MA 316	Discrete Mathematics .....	3
MA 330	Linear Algebra.....	3
MA 365	Modern Geometry .....	3
One of the following:		2

EDU 341 Math: K-8 Methods and Assessment

EDU 454 Math in Secondary School

Note: Students pursuing elementary certification will also take MA 221.

## Requirements for Computer Science Minor (21-22)

CS 171	Computer Science I.....	3
CS 172	Computer Science II .....	3
CS 278	Computer Organization/Assembler Programming .....	3
CS 373	Data Structures .....	3
CS 374	Database Management .....	3
MA 256	Elementary Probability and Statistics.....	3
One of the following:		4

MA 150 Algebra and Trigonometry

MA 171 Calculus I

## Requirements for Information Technology Minor (21)

CS 171	Computer Science I.....	3
CS 172	Computer Science II .....	3
CS 313	Networks.....	3
CS 374	Database Management .....	3
Three of the following:		9

CS 301 Internet-Applications Development

CS 302 Multimedia Applications

CS 314 Microsoft® Networks

CS 315 High-Performance Computing

CS 371 Windows-Application Development

CS 372 Java-Applications Development

## Mathematics Courses

### MA 107 Basic Concepts in Modern Mathematics 3

Mathematics for the liberal-arts student. An introduction to contemporary mathematics and its role in society. Current and past applications of mathematics in the real world will be examined. Topics may include management science, coding information, geometric applications and statistics. Fall and spring semesters.

### MA 108 Finite Mathematics for Social Sciences 4

A study of mathematical applications to business, economics, social sciences and personal finance. Topics include mathematics of finance, taxes, insurance and investing. Prerequisite: MA 107 or 500+ SAT. Fall and spring semesters.

### MA 150 Algebra and Trigonometry 4

Preparation for the calculus sequence. Solving systems of equations, exponential, logarithmic and trigonometric functions and equations with applications in the social and natural sciences. Prerequisite: MA 107 or 500+ SAT. Fall and spring semesters.

### MA 171 Calculus I 4

Functions, limits, continuity, differentiation and antidifferentiation. Emphasis on solving problems numerically and graphically as well as algebraically. Prerequisite: MA 150 or 600+ SAT. Fall and spring semesters.

### MA 172 Calculus II 4

Applications of integration, transcendental functions, techniques of integration and infinite series. Prerequisite: MA 171. Fall and spring semesters.

- MA 196 Topics in Mathematics** **1-3**  
Selected lower-division topics in mathematics. Periodic offering.
- MA 221 Math for Elementary-School Teachers** **4**  
For the prospective elementary teacher. Development of number systems, vocabulary and symbolism in the present-day use of arithmetic, algebra, statistics and geometry. Does not apply toward the math/science general requirement for graduation except for candidates for elementary teaching certificates. Prerequisite: MA 107 or 500+ SAT. Fall and spring semesters.
- MA 256 Elementary Probability and Statistics** **3**  
Descriptive statistics, probability, probability distributions, hypothesis testing, confidence intervals, correlation, regression. Prerequisite: MA 107, MA 150, or 500+ SAT. Fall and spring semester, Jan Term.
- MA 273 Calculus III** **4**  
Multivariable calculus, including partial differentiation, vector analysis and multiple integrals. Prerequisite: MA 172. Fall and spring semesters.
- MA 281 Differential Equations** **3**  
Ordinary differential equations and their use in mathematical models in the physical, biological and social sciences, and in economics. Continuous and numerical solutions. Prerequisite: MA 273. Spring semester.
- MA 294 Career and Vocation Seminar** **1**  
Students will learn about career and vocational paths related to mathematics and computer science, and about how to pursue a specific path. Through discussions of vocation, students will also explore how their own faith and worldview can interact with their discipline.
- MA 316 Discrete Mathematics** **3**  
A study of the foundations of mathematics (including sets, logic, relations and functions), algorithms, combinatorics, and graph theory. Focus will be on developing logic and problem-solving skills involved in higher mathematics. Prerequisite: MA 171. Fall semester.
- MA 317 Introduction to Complex Variables** **3**  
Introduction to complex numbers, analytic and elementary functions and integration, series, residues and poles, and conformal mapping. Prerequisite: MA 273. MA 316 strongly recommended. Spring semester, odd years.
- MA 330 Linear Algebra** **3**  
Vector spaces, linear transformations, matrices, determinants, Euclidean spaces, systems of equations, eigenvalues. Prerequisites: MA 172 and CS 171. MA 316 strongly recommended. Spring semester.
- MA 350 Numerical Analysis** **3**  
Elementary discussion of errors, polynomial interpolation, quadrature, linear systems of equations, solutions of non-linear equations. Numerical differentiation, integration, solutions to differential equations. Prerequisites: MA 273, MA 330 and CS 172. MA 316 strongly recommended. Spring semester, even years.
- MA 357 Mathematical Statistics I** **3**  
A theoretical study of probability, random variables and their distributions, confidence intervals, and tests of hypothesis, regression and correlation. Prerequisites: MA 273, MA 256 and CS 171. MA 316 strongly recommended. Fall semester, odd years.
- MA 358 Mathematical Statistics II** **3**  
A theoretical study of confidence intervals and estimators, test of hypothesis, ANOVA, regression and correlation, and non-parametric methods. Spring semester, even years.

**MA 360 Number Theory 3**

Divisibility, congruence, prime numbers, diophantine equations, quadratic reciprocity, number-theoretic functions. Emphasis on mathematics education and problem-solving. Prerequisites: MA 172 and MA 316. Fall semester, even years.

**MA 365 Modern Geometry 3**

Sets and propositions, postulation systems, affine geometry, Euclidean and non-Euclidean geometry. Required for high-school mathematics teachers. Prerequisite: MA 171. MA 316 strongly recommended. Spring semester.

**MA 396 Topics in Mathematics 1-3**

Mathematical topics of current interest to the mathematics faculty and advanced students. May be repeated for credit. Prerequisite: permission of department chair. Periodic offering.

**MA 410 Algebraic Structures 3**

Logic, sets, relations, functions, groups, rings, fields and vector spaces. Mathematics education and computing applications studied. Prerequisites: MA 172, MA 316, and CS 171. Fall semester, odd years.

**MA 430W Graph Theory and Combinatorics 3**

Paths and circuits, trees, planarity and duality, coloring of graphs, digraphs and networks, permutations and combinations, multinomial theorem, generating functions, difference equations, principle of inclusion and exclusion, mobius function, Polya's theorem. Prerequisites: MA 172, MA 316, and CS 171. Spring semester, even years.

**MA 440, 441 Advanced Calculus I, II 3**

The real number system, elements of point-set-theory sequences and series, differentiation, integration, multiple integrals. Prerequisite: MA 273. MA 316 strongly recommended. Fall semester, even years; spring semester, odd years.

## Computer Science Courses

**CS 110 Introduction to Computer-Information Systems 3**

Basic concepts of computer hardware, software and information processing. Impact of computers on society and the ethics of information technology. Hands-on experience with operating systems, file systems, word processors, spreadsheets, databases and communication tools. Fall and spring semesters.

**CS 125 Business Information Systems 3**

Introduction to business-application software. Students will cover business-application-software concepts, including Microsoft® Excel, Access and very introductory macro programming for these applications. The course will start with advanced Excel topics, proceed to Access, and finish with introductory macro-programming concepts. Students will implement and present a business-related project using either Excel or Access.

**CS 171 Computer Science I 3**

Introduction to problem-solving, abstraction and design using the C++ language. Special emphasis on development of algorithms and writing programs in a structured form. Prerequisite: MA 108 or equivalent. Fall and spring semesters.

**CS 172 Computer Science II 3**

Problem-solving, abstraction and design using the C++ language. Special emphasis on pointer variables, recursion and file-handling. Introduction to data structures (including stacks, queues, linked lists, and binary trees), classes and object-oriented programming. Prerequisite: CS 171. Fall and spring semesters.

**CS 196 Topics in Computer Science 1-3**

Selected lower-division topics in computer science. Periodic offering.

**CS 274 Ethical, Social & Legal Issues****3**

Students will research, discuss and argue a variety of current ethical issues related to computer science. Students will also learn about the professional organizations supporting computer scientists and understand each organization's code of ethics. Finally, students will understand how to be professionals in computer science. Prerequisite: CS 171.

**CS 278 Computer Organization and Assembler Programming****3**

Computer organization and the structure of digital computers. Work in MASM assembler-language programming on a PC. Prerequisite: CS 172. Fall semester.

**CS 294 Career and Vocation Seminar****1**

Students will learn about career and vocational paths related to mathematics and computer science, and will explore how to go about pursuing a specific path. Through discussion of vocation, students will explore how their own faith and worldview can interact with their discipline.

**CS 301 Internet-Applications Development****3**

An information-technology course designed as an introduction to the tools and methods of Internet-applications development. Special emphasis on Internet-programming languages and the design of interactive WWW documents. Jan Term, odd years.

**CS 302 Multimedia-Applications Development****3**

An information-technology course designed as an introduction to the tools and methods of multimedia-applications development. Students will learn how to integrate text, graphics, animation, digital video, and sound to create interactive multimedia applications. Prerequisite: CS 110. Jan Term, even years.

**CS 313 Networks****3**

Fundamental concepts of computer-network theory, topologies, architecture, protocol layers. Provides a foundation in current networking technology for local-area networks, wide-area networks and the Internet. Fall semester, odd years.

**CS 314 Microsoft® Networks****3**

A network-systems technology course designed to provide students with the knowledge and skills necessary to complete day-to-day administrative tasks in a single-domain or multiple-domain Microsoft®-based network. Students will learn how to install, configure, customize, optimize, troubleshoot and support local- and wide-area network environments. Prerequisite: CS 313. Spring semester, even years.

**CS 315 High-Performance Computing****3**

Introduction to distributed computing and varied computing platforms. Emphasis on the Linux environment, system interfaces, client/server paradigm and distributed processing. Prerequisite: CS 373. Fall semester, even years.

**CS 357 Computer Graphics****3**

Hands-on experience with state-of-the-art computer-graphics rendering and display techniques. Emphasis on texture mapping, ray tracing, 2-D and 3-D object manipulation and animation. Prerequisites: CS 373 and MA 330. Spring semester, odd years.

**CS 360 Computer Science/Math in a Cultural Context****3**

Study-abroad program. Gain a global perspective on computer science and applied math. Experience other cultures through a learned awareness of math and technology in visited cultures and explore the influences of those cultures. Includes foreign university exchanges, industry experiences, computing-service projects, touring and rich cultural experiences. Prerequisites: CS 172 and preparatory meetings fall semester. Jan Term, even years.



**CS 370 Programming Languages****3**

Concepts and paradigms of programming languages. Topics include: history of programming languages, language-design principals, syntax, semantics, data types, control structures, object-oriented languages, functional programming, logical programming, parallel programming. Includes laboratory experience in comparing paradigms and behaviors of different languages. Prerequisite: CS 373. Fall semester, odd years.

**CS 371 Windows-Applications Development****3**

A foundation for developing conventional Windows applications using object-oriented and component-based programming techniques. Topics include component-based development, networked applications, graphical user interface components, event handling and components for web applications. Prerequisite: CS 373. Jan Term, even years.

**CS 372 Java-Applications Development****3**

A foundation for developing conventional applications in object-oriented Java. Topics include Java-programming constructs, multithreading, graphical user interface components, exception handling and Java networking. Prerequisite: CS 172. Jan Term, odd years.

**CS 373 Data Structures****3**

An introduction to stacks, queues, recursion, linked lists, trees, graphs, sorting and searching. Emphasis on algorithm analysis. Prerequisite: CS 172. Fall semester.

**CS 374 Database Management****3**

Comprehensive introduction to design and development of databases and database applications. Combined approach of relational database theory and application development using popular database-management systems. May also include current trends such as XML databases, data warehousing and web interfaces. Prerequisite: CS 373. Fall semesters.

**CS 376 Computing-Technology Management****3**

This course examines theory and practice in the management of information technology and software projects in internationally competitive organizations. Study includes leadership of cross-functional personnel and international teams, innovative strategies in technical "cultures," analysis of organizational structures, project marketing, quality assurance and general project management. Prerequisites: CS 171/172 or CS 125, and BU 110. Fall semester, odd years.

**CS 396 Topics In Computer Science****1-3**

Selected upper-division topics in computer science. Periodic offering.

**CS 401 Computer Architecture****3**

Digital-computer-system design and analysis. Topics include synchronous/asynchronous sequential machines, parallel structures, pipelining, input/output. Includes laboratory experience in microprocessor design and architecture. Prerequisite: CS 278. Spring semester, even years.

**CS 457 Artificial Intelligence****3**

Introduction to artificial-intelligence concepts. Foundational theory includes intelligent agents, search, first-order logic, knowledge representation, planning, probabilistic reasoning and genetic programming. Projects and programming of robotics as autonomous agents. Prerequisite: CS 373. Fall semester, odd years.

**CS 472W Software Engineering****3**

Designed as an intensive, project-oriented, senior capstone course. Topics include software-system analysis and design, software-project management and life cycle, software tools, documentation, and maintenance. Prerequisite: CS 373. Spring semester.



**CS 473    Advanced Algorithm Design and Analysis****3**

Advanced study of the design and analysis of algorithms. Topics include advanced-complexity analysis, advanced recursive algorithms, graph-theory algorithms, optimization problems, algorithms related to number theory, and other contemporary topics. Analysis of problems associated with searching and sorting. Prerequisite: CS 373. Fall semester, even years.

**CS 475    Operating Systems****3**

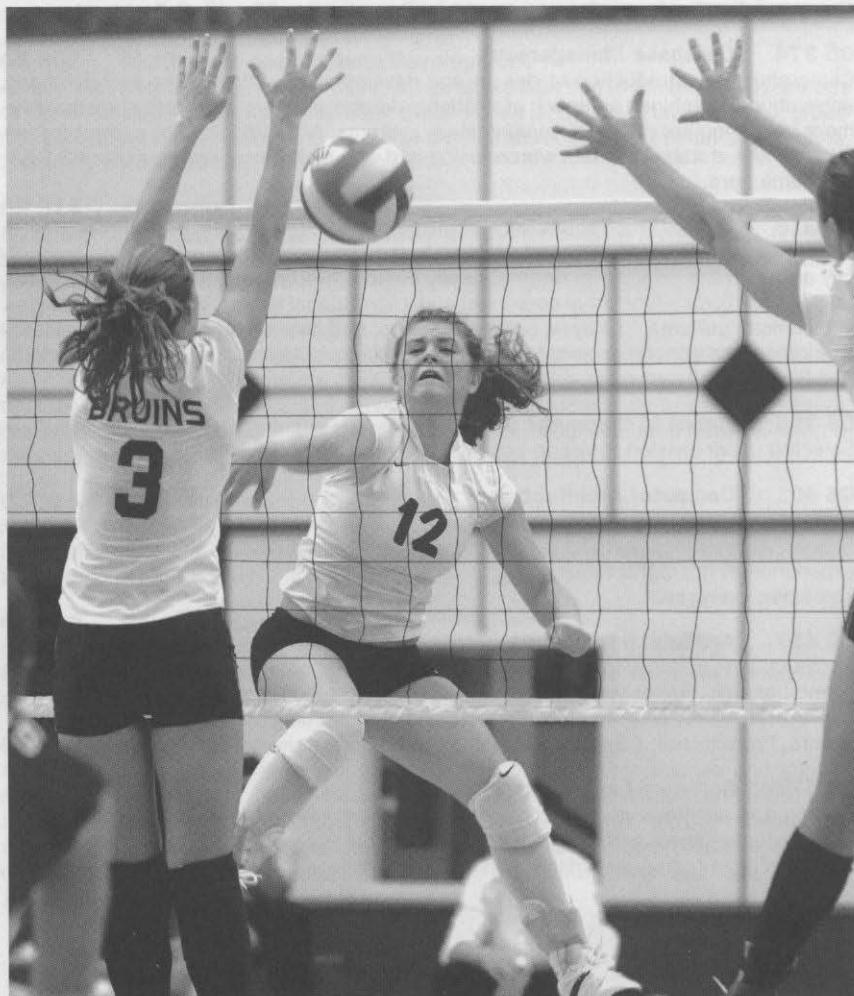
Introduction to the theory of basic operating systems. Includes memory management, scheduling, resource management, synchronization, process and thread management, security, concurrent processes. Prerequisites: CS 278 and CS 373. Spring semester.

**CS 496    Research Assistantship****1-3**

Opportunity to work closely with a professor on a research project. Periodic offering.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# Military Science/ROTC

FACULTY: Lt. Col. Allen E. Patty (chair), Capt. F. Fassieux, Capt. M. Pontif, Lt. Col. A. Westfield (ret.)

Whitworth students may elect to participate in Army ROTC through a partnership program with Gonzaga University. Coursework requires travel to the Gonzaga campus, which is located six miles south of Whitworth.

The ROTC program is a cooperative effort between the U.S. Army, Gonzaga University, and Whitworth University. It provides training and qualification for leadership positions in the Regular Army, the U.S. Army Reserve, or the Army National Guard. A student may earn a commission as an Army second lieutenant while achieving a college degree in the academic discipline(s) of his or her choosing. Cadets incur no obligation during their first two years of ROTC and are not members of the U.S. Army (unless they are ROTC scholarship winners). Lower-division courses are open to all Whitworth students, but the associated leadership labs and physical fitness courses may be restricted if students are in a participating rather than enrolled status.

The objectives of the program are to prepare academically and physically qualified scholar/athlete/leaders for the challenge of serving as commissioned officers in the U.S. Army. To that end, the program stresses building leaders of character and competence to serve their country and community.

The program meets the country's requirement for officer-leaders in the Army (active duty, National Guard, and reserves). It is, therefore, multifaceted, with distinctive sub-elements to meet individual needs and requirements. For example, ROTC is traditionally a four-year program, but individuals with prior service, members of reserve or National Guard units, participants of JROTC in high school and summer Leaders' Training Course (LTC) participants may receive advanced-placement credit and may complete the program in two years. Normally, all students enroll in one military science class, leadership laboratory and the Military Physical Fitness course per semester. The program consists of two phases: the basic course (lower division), normally taken during the freshman and sophomore years or completed through advanced-placement credit, and the advanced course (upper division).

**Basic Course:** First- and second-year courses, MI 101, 102, 201, and 202, designed for beginning students who want to qualify for entry into the advanced course and for those students who may want to try military science without obligations. In addition to their academic requirements, basic-course cadets may participate in a variety of extra-curricular activities. Placement credit for the basic course may be granted to students who have completed initial entry training for the armed forces, three years of Junior ROTC in high school or the ROTC leaders' training course. MI 101 and 102 concentrate on fundamental skills, concepts, values, and problem solving and provide an overview of how the military fits into society. MI 201 and 202 more thoroughly address problem solving, critical thinking, communications and conflict-resolution skills.

**Advanced Course:** The advanced course consists of MI 301, 302, 401, and 402. It is open only to students who have completed the basic course or earned placement credit (see above). Students must also enroll in leadership labs (301L, 302L, 401L, or 402L) and Military Physical Fitness (303, 304, 403, or 404). Students also attend the five-week ROTC Leadership Development and Assessment Course (LDAC) during the summer between their junior and senior years. In addition to their academic requirements, advanced-course cadets provide student leadership for the Gonzaga Bulldog Battalion.

Completion of the basic course, advanced course and LDAC, coupled with a bachelor's degree from the college, qualifies the cadet for a commission as a Second Lieutenant in the United States Army.

## Financial Assistance

Advanced-course students receive a subsistence allowance. Junior cadets receive \$450 a month for up to 10 months and senior cadets receive \$500 a month for up to 10 months. Freshman and sophomore cadets who are on scholarship and contracted will receive \$300 and \$350 a month, respectively, for up to 10 months each year. There are also cooperative programs with the Army National Guard and Army Reserve that will pay advanced-course cadets approximately \$1,500 per year for simultaneous service.

## Scholarships

Freshman- and sophomore-level students may compete for Army ROTC campus-based scholarships. These scholarships are applied to tuition and fees plus an allowance for books. A student need not be enrolled in ROTC to be eligible to compete for two- or three-year scholarships. No commitment is made until a scholarship is accepted, the student meets all administrative and physical criteria, and the oath for contracting is administered. High-school seniors interested in applying for a four-year scholarship normally submit applications by Jan. 1 of their senior year.

## Fees, Uniforms, and ROTC Texts

A lab fee is the only fee associated with participation in the ROTC program. Uniforms and other equipment are furnished without charge. Students are responsible for and must return all government property issued to them.

## Extracurricular Activities

**Color Guard:** The Gonzaga University Color Guard participates in a variety of school and civic functions where precision drill or presentation of the U.S. flag is appropriate.

**Intramural Sports:** The ROTC program sponsors teams that participate in flag football, volleyball, basketball, softball and other sports of the Gonzaga University intramural leagues. The program sponsors special event teams at both Gonzaga and Whitworth and sponsors cadet intramural teams as coordinated by the Whitworth cadets with the professor of military science.

**Special Qualification Training:** Advanced-course and select basic-course cadets may participate in confidence-building courses such as Air Assault School, Airborne School, Northern Warfare Training Center, and Cadet Troop Leadership Training at locations around the world.

## Military Science and Leadership Courses

### Lower Division

#### MI 101 Leadership and Personal Development

3

Develop self-confidence and review basic life skills of fitness and communication through team study and activities in basic drill, physical fitness, rappelling, leadership reaction courses, team-building exercises, first aid, giving presentations and basic rifle marksmanship. Learn fundamental concepts of leadership, including organization and role of the Army, Army values, and expected ethical behavior in a profession, in both classroom and outdoor laboratory environments. Weekly requirements: three hours for class and a required leadership lab, MI 101L, plus required participation in a minimum of three one-hour sessions for physical fitness (MI 103). Participation in all off-campus exercises is required.

#### MI 101L, 102L, 201L, 202L Leadership Laboratory

3

Open only to (and required of) students in the associated Military Science course. Learn and practice basic skills. Gain insight into the ROTC's advanced course in order to make an informed decision about whether to apply. Build self-confidence and team-building leadership skills that can be applied throughout life. Prerequisite: permission of the professor of military science.

**MI 102 Introduction to Tactical Leadership 3**

Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper-division ROTC students. Develop communication skills (including active listening and feedback skills) and examine factors that influence leader and group effectiveness to improve individual performance and group interaction. Practice basic skills that underlie effective problem solving. Examine the officer experience. Weekly requirements: three hours for class and a leadership lab, MI 102L, plus required participation in a minimum of three one-hour sessions for physical fitness (MI 104). Participation in all off-campus exercises is required.

**MI 103, 104, 203, 204 Military Physical Fitness 1**

Intensive military physical-fitness program designed to raise the level of individual physical fitness to its highest potential, with emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Participate in and learn to lead a physical-fitness program. Prerequisite: permission of the professor of military science.

**MI 190, 191 Directed Readings 3**

Incorporates readings in a variety of subject areas such as military history, leadership development, basic military skills, and related topics. Prerequisite: permission of the professor of military science.

**MI 201 Innovative Team Leadership 3**

Learn and apply ethics-based leadership skills including communication, feedback, and conflict resolution that develop individual abilities and contribute to the building of effective teams of people. Develop skills in problem solving, critical thinking, oral presentations, writing concisely, planning of events, and coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Weekly requirements: three hours for class and a leadership lab, MI 201L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 203) and in two mandatory weekend exercises.

**MI 202 Foundations of Tactical Leadership 3**

Challenge current beliefs, knowledge, and skills. Prepare for the ROTC advanced course with an introduction to individual and team aspects of military tactics in small-unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with upper-division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Weekly requirements: three hours of class and a leadership lab, MI 202L, plus participation in a minimum of three one-hour sessions for physical fitness (MI 204) per week and two mandatory weekend exercises.

**MI 290, 291 Directed Readings 3**

Incorporates readings in a variety of subject areas such as leadership assessment, comparative military systems, basic military skills, and related topics. Prerequisite: permission of the professor of military science.

**Upper Division**

**MI 300 Ranger Challenge 1**

ROTC's "varsity sport," designed to familiarize students with the tactical and technical aspects of the professional soldier through hands-on training. Enhance leadership traits and build teamwork skills in an exciting and competitive atmosphere. The competition includes a 10k rucksack run in combat gear or forced march, building a one-rope bridge, a grenade assault course, M-16 rifle marksmanship, orienteering or military land navigation, a physical-fitness test and weapons assembly. Prerequisite: permission of the professor of military science.



### MI 301 Tactical Leadership 3

A series of practical opportunities to lead small groups and receive personal assessments during execution of the Leadership Development Program in situations of increasing complexity. Analyze military missions and plan military operations using squad and small-unit battle drills and tactics and opportunities to plan and conduct training for lower-division students, both to develop skills and to function as vehicles for practicing leadership. Analyze the role officers played in the transition of the Army from Vietnam to the 21st century. Weekly requirements: three hours for class and a required leadership lab (MI 301L) plus required participation in a minimum of three one-hour sessions for physical fitness (MI 303) per week and two mandatory weekend exercises. Prerequisite: permission of the professor of military science.

### MI 301L, 302L, 401L, 402L Leadership Laboratory 1

Open to students in the associated Military Science course only. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training activities with basic-course students and the ROTC program. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions. Prerequisite: permission of the professor of military science.

### MI 302 Applied Leadership 3

Develop cadet leadership competencies. Prepare for success at National Advanced Leadership Camp: analyze tasks, prepare written or oral guidance for team members to accomplish tasks, delegate and supervise tasks, and plan for and adapt to the unexpected while under stress. Examine importance of ethical decision-making in setting a positive climate that enhances team performance and accommodates subordinate spiritual needs. Weekly requirements: three hours for class and a required leadership lab (MI 302L), plus participation in a minimum of three one-hour sessions for physical fitness (MI 304) per week and two mandatory weekend exercises. Prerequisite: MI 301.

### MI 303, 304, 403, 404 Military Physical Fitness 1

Open only to (and required of) students in MI 301,302,401,402, of which this program is an integral part. Participate in, plan and lead physical-fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. Prerequisite: permission of the professor of military science.

### MI 390, 391 Directed Readings 1-3

Incorporates readings in a variety of subject areas such as leadership dynamics in small units, offensive and defensive tactics, and studies in leadership characteristics and traits. Prerequisite: permission of the professor of military science.

### MI 395 Leader Development and Assessment Course 3

A five-week leadership practicum conducted at an active Army installation. Open only to (and required of) students who have completed MI 301, 302. The student receives pay. Travel, lodging and most meal costs are defrayed by the U.S. Army. The advanced-camp environment is highly structured and demanding, stressing leadership at small-unit level under varied, challenging conditions. Individual leadership and basic skills performance are evaluated during the camp. The leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type of commission and job opportunities given to the student upon graduation from ROTC and the college. Prerequisites: MI 301, MI 302 and permission of the professor of military science.



**MI 401 Developmental Leadership****3**

Plan, conduct and evaluate activities of the ROTC cadet organization. Understand and execute staff organization, functions, and processes by articulating goals and putting plans into action to attain them. Assess organizational cohesion and develop strategies to improve organization, including leader responsibilities and methods of counseling. Develop confidence in skills to lead people and manage resources, examine principles of subordinate motivation and organizational change. Apply leadership and problem-solving principles to a complex case study/situation. Weekly requirements: three hours for class and a required leadership lab (MI 401L), plus participation in a minimum of three one-hour sessions for physical fitness (MI 403) and two mandatory weekend exercises. Prerequisite: MI 302 and permission of the professor of military science.

**MI 402 Adaptive Leadership****3**

Examine leader responsibilities that foster an ethical command climate. Refine counseling and motivating techniques. Examine aspects of tradition, law, and legal aspects of decision making and leadership. Prepare for a future as a successful Army lieutenant by performing platoon-leader actions, analyzing the Army organization for operations from the tactical to strategic level, and assessing administrative and logistics management functions. Discuss reporting and PCS functions. Weekly requirements: three hours for class and a required leadership lab (MI 402L), plus participation in a minimum of three one-hour sessions for physical fitness (MI 404) and two mandatory weekend exercises. Prerequisite: MI 401 and permission of the professor of military science.

**MI 490, 491 Directed Readings****1-3**

Incorporates readings in a variety of subject areas to prepare the cadet to become an officer. Prerequisite: permission of the professor of military science.

**Military Science/ROTC**

# Modern Languages

FACULTY: Carol Smucker (chair), Angeles Aller, Gregg Brekke, Elisabeth Buxton, Kim Hernandez, Bendi Benson Schrambach, Dinorah Scott, Lindy Scott

www.whitworth.edu/modernlanguages  
modernlanguages@whitworth.edu

We, as a dedicated team of international faculty, strive to educate students in cultural differences and sensitivity. We seek to provide students with the language skills, cross-cultural experiences, and literary and cultural understandings to allow them to navigate effectively within other cultures. Through this process, students are empowered to understand linguistic and cultural differences within their own society. Because we know our students well, we are able to guide them as they discern career opportunities and vocational calling. As a result of this range of learning experiences, our graduates are ready to become citizens of the world.

The learning outcomes of this major prepare the student to obtain the following:

- Language skills that allow students to communicate on a wide range of topics in the target language
- Knowledge of a range of literatures and cultures
- Appreciation for cultural differences
- Experience with living in another culture
- Understanding of differences within each student's own culture
- Discernment of career and vocation

ALL 400-level courses are taught in the target language (French, German, Spanish). Students majoring in French or Spanish are required to study abroad in a French or Spanish-speaking country to gain further proficiency in the French/Spanish language and a keen understanding and appreciation of French/Hispanic culture. The France Study Program, offered every third year, provides 15 credits of 300-level French, communication, and art. The Central America Program, offered every third year, goes to four different regions and has a service-learning emphasis. There are also many Spanish, French and German programs in overseas location, either as semester- or year-abroad programs or as shorter programs during Jan Term, such as Mexico, Germany, and Guadeloupe (French West Indies).

## Requirements for a Major in French, B.A. (35-38)

FR 201	Intermediate French I .....	4
FR 202	Intermediate French II .....	4
FR 301	French-Language Practice .....	3
FR 302W	French Writing and Stylistics .....	3
One of the following:.....		3
FR 330	Advanced French Conversation	
FR 331	Caribbean Intensive Oral French	

*Note: If a student enters the program at the 300 level, the student must take the College Level Examination Program (CLEP) test to receive credit for FR 201-FR 202. CLEP test must be taken within the same year that a major or a minor is declared.*

### Complete one of the following tracks:

#### Track I: French and Francophone Studies (18)

Six additional upper-division French courses..... 18

#### Track II: French Education (21)

Meets Washington state endorsement requirements for French.

Five additional upper-division French courses ..... 15

These five upper-division courses must include a minimum of one literature course and one course on culture and civilization.

ML 442	Methods for Teaching Languages: K-12.....	3
EDU361	Second-Language Acquisition .....	3

## **Requirements for a Major in Spanish, B.A. (35-38)**

SN 201	Intermediate Spanish I .....	4
SN 202	Intermediate Spanish II .....	4
SN 301	Advanced Spanish Grammar through Literature .....	3
SN 302	Advanced Spanish Grammar and Composition through Literature.....	3
SN 330/331	Intensive Oral Spanish/Intensive Oral Spanish in Mexico .....	3

*Note: If a student enters the program at the 300 level, the student must take the CLEP test to receive credit for SN 201-SN 201. CLEP test must be taken within the same year that a major or minor is declared.*

### **Complete one of the following tracks:**

#### **Track I: Language and Literature (18)**

Six additional upper-division Spanish courses..... 18  
These six upper-division courses must include a minimum of two literature courses and one course on culture and civilization.

#### **Track II: Spanish Education (21)**

Meets Washington state endorsement requirements for teaching Spanish.  
Five additional upper-division Spanish courses ..... 15  
These five upper-division courses must include a minimum of two literature courses and one course on culture and civilization.

ML 442	Methods for Teaching Languages: K-12.....	3
EDU 361	Second-Language Acquisition .....	3

## **Requirements for a Minor in French, German, or Spanish (15-17)**

Five courses beyond the elementary level ..... 15-17  
*Note: If a student enters the program at the 300 level, the student must take the CLEP test to receive credit for FR/GR/SN 201-FR/GR/SN 202. CLEP test must be taken within the same year that a major or a minor is declared.*

## **Requirements for French Minor (32)**

Meets Washington state endorsement requirements for teaching French.  
All endorsements subject to change; see School of Education for updated requirements.

FR 201	Intermediate French I .....	4
FR 202	Intermediate French II .....	4
FR 301	French Language Practice .....	3
FR 302W	French Writing and Stylistics .....	3
FR 330/331*	Intensive Oral French .....	3

Three upper-division courses..... 9

These three upper-division courses must include a minimum of one literature course and one course on culture and civilization.

ML 442	Methods for Teaching Languages: K-12.....	3
EDU 361	Second-Language Acquisition .....	3

*Note: If a student enters the program at the 300 level, the student must take the CLEP test to receive credit for FR 201-FR 202. CLEP test must be taken within the same year that a major or a minor is declared.*

## **Requirements for Minor in Spanish (32)**

Meets Washington state endorsement requirements for teaching Spanish.  
All endorsements subject to change; see School of Education for updated requirements.

SN 201	Intermediate Spanish I .....	4
SN 202	Intermediate Spanish II .....	4
SN 301	Advanced Spanish Grammar through Literature .....	3
SN 302	Advanced Spanish Grammar and Composition through Literature.....	3

SN 330/331 Intensive Oral Spanish.....	3
Three upper-division courses.....	9
These three upper-division courses must include a minimum of one literature course and one course on culture and civilization.	
ML 442 Methods for Teaching Languages: K-12.....	3
EDU 361 Second-Language Acquisition.....	3
<i>Note: If a student enters the program at the 300 level, the student must take the CLEP test to receive credit for SN 201-SN 202. CLEP test must be taken within the same year that a major or a minor is declared.</i>	

## Requirements for a German Minor (27)

Meets Washington state endorsement requirements for teaching German.

All endorsements subject to change; see School of Education for updated requirements.

GR 102 Elementary German II.....	4
GR 201 Intermediate German I.....	4
GR 202 Intermediate German II.....	4
GR 301 German Conversation, Composition, and Grammar.....	3
GR 302 German Conversation, Composition, and Grammar.....	3
One of the following:.....	3

GR 409W Survey of German Literature

GR 410W Culture & Civilization

ML 442 Methods for Teaching Languages: K-12.....	3
EDU 361 Second-Language Acquisition.....	3

*Note: If a student enters the program at the 300 level, the student must take the CLEP test to receive credit for GR 201-GR 202. CLEP test must be taken within the same year that a major or a minor is declared.*

## Modern-Languages Courses

### ML 150 Introduction to Intercultural Studies 1

Engage in a variety of multicultural activities and reflect on them through reaction papers. Readings, films, music, art, lectures, interactive dialogues, self-reflection, and possibly travel. Students experience cultures and global perspectives different from their own. Should be taken with language course, but may stand alone if language requirement is already met.

### ML 442 Methods for Teaching Languages, K-12 3

Study and application of various aspects of foreign-language teaching. Testing, focus on learner, performance objectives, teaching of culture. Course includes methods and observation of language teaching at both elementary and secondary levels. Fall, even years.

## American Sign Language Courses

### ASL 100 Introduction to Conversational Sign Language 3

Preparation for language acquisition via overview of sign language with concentration on language universals of category and relationship.

## Chinese

### CN 101, 102 Elementary Chinese 4

Fundamentals of standard Chinese, emphasizing all four language skills: speaking, listening, reading, and writing. Systematic methods and various communication activities for basic training in pronunciation, grammatical structures, conversation on daily topics, and the writing system. Prerequisite: CN 101 (for CN 102). CN 101, fall semester; CN 102, spring semester.



**CN 201, 202 Intermediate Chinese****4**

Second-year course in modern Chinese to develop proficiency in all four language skills: speaking, listening, reading and writing. In addition to the basic conversational topics, students will be taught to use the dictionary, will be exposed to both traditional and simplified characters, and will read and write longer discourses ranging from personal letters to short narratives. Students will also learn to use Chinese word-processing. Prerequisites: CN 102 (for CN 201); CN 201 (for CN 202). CN 201 fall semester; CN 202, spring semester. Availability of this course is contingent upon adequate enrollment.

**English for International Students**

See course descriptions in the International Education Center section.

**French Courses****FR 100 Introduction to French****3**

Preparation for foreign-language acquisition via overview of French language, with concentration on language universals of category and relationship. Provides a framework of linguistic and cultural expectation upon which any foreign language can be built.

**FR 101 Elementary French****4**

Beginning French, with emphasis on conversation, comprehension, basic writing, and reading. Focus is on contemporary Francophone culture, such as France, Switzerland, Belgium, Luxembourg, Francophone West Africa, Québec, and the Caribbean. Cultural perspectives activities also required outside of class time. Fall semester.

**FR 102 Elementary French****4**

Continuation of French 101 with greater concentration on listening, speaking, reading and writing. Class taught mainly in French. Prerequisite: FR 101. Spring semester.

**FR 111 Intensive Elementary French****4**

A course designed for students who have had experience with the language. Basic structure and sound system taught. Students cover one year of the language in one semester. Satisfies the one-year language requirement. Spring semester. Placement by exam.

**FR 130/230 Beginning/Intermediate Oral French****3**

No English allowed. Students immerse themselves in the language in a non-structured situation. Shopping, meals, conversation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits. A fun, intensive class (three hours per day) that allows students to know that they can speak French. Required of beginning language students going on the France Study Program. FR 130 may be used to fulfill the foreign-language requirement if taken before the program. Prerequisite: FR 101 (for 130); 201 (for 230). Jan Term every third year (2007, 2010).

**FR 131 Caribbean Intensive Oral French****3**

See FR 331. Every third January (2008, 2011).

**FR 201 Intermediate French****4**

Increased proficiency in oral and written expression through a detailed review and expansion of grammar study and vocabulary. Improve reading comprehension skills and gain cultural and literary knowledge through authentic texts representing modern French and Francophone cultures. Includes current topics in French such as examples from magazines, movies, television, and popular music. Class taught in French. Prerequisite: FR 102, FR 111, or placement by exam. Fall semester.

**FR 202 Intermediate French II****4**

Intermediate French II is a continuation of Intermediate French to develop fluency in the language. Class taught in French. Prerequisite: FR 201. Spring semester.

**FR 231 Caribbean Intensive Oral French****3**

See FR 331. Every third January (2008, 2011).



- FR 301 French Language Practice** **3**  
 Emphasis on spoken conversation, including brief presentations on subjects inspired by investigations of literature, history, film and the arts, commercials, web-based activities and contemporary news. Written assignments include grammar review as well as introduction to phonetics, including the International Phonetic Alphabet. Prerequisite: FR 202 or placement by exam. Fall semester.
- FR 302W French Writing and Stylistics** **3**  
 Emphasis on reading comprehension and writing in French. Focus on a variety of writing styles and themes, from expository writing to textual analysis. Topics can be taken from media, film, literary and non-literary texts, popular culture. This course introduces writing concepts and analysis essential to the next sequence of courses and develops reading comprehension. Prerequisite: FR 301. Spring semester.
- FR 314 French Language and Culture** **5**  
 First of three courses during the three-month France Study Program. Intensive language study combined with visits and home stays to learn the history, culture, and politics of the region and of the country. Prerequisite: FR 101, FR 130, or higher-level French. Every third spring semester (2007, 2010).
- FR 330 Intensive Oral French** **3**  
 No English allowed. Intensive conversation, non-structured situation. Readings on events of the 20th and 21st centuries in France, leading to discussions. Class offered in an informal setting: conversation, meals, games, movies, songs, cooking, skits. A fun, intensive class (three-hour minimum per day) that allows students to know that they do speak French. Prerequisite: FR 201. Jan Term except for every third January (2008, 2009, 2011).
- FR 331 Caribbean Intensive Oral French** **3**  
 Intense French conversation on a French island in the Caribbean. History, culture, and language studies, home stays, and many opportunities to practice French with native speakers. Group excursions to a volcano, mangroves, coral reef, and neighboring islands. Every third January (2008, 2011).
- FR 381 Art in France** **5**  
 Major movements and artists of France. Emphasis on romantic through contemporary periods, as found in Paris, Nice, and surrounding area. Museum, gallery, studio visits offer opportunities for students to view and study first-hand original works and the environment that brought them into existence. Part of the France Study Program. Spring semester every third year (2007, 2010).
- FR 384 Communication in France** **5**  
 Study of human interpersonal and other communication practices in France. Class promotes cross-cultural understanding by study of ritual, status, symbols, verbal and nonverbal communication. Intent is to broaden cultural awareness and understand oral-communication practices of French and American cultures. Visits to museums, businesses, media outlets and churches and interactions with French religious, cultural and community representatives, provide students first-hand experiences to understand similarities and differences between American and French communication styles. Part of the France Study Program. Spring semester every third year (2007, 2010).
- FR 415 Business French** **3**  
 Focus on French and Francophone business practices and language. Cultural dynamics, differences, and assumptions in the workplace, business ethics, history of Francophone multinational corporations. May include field experience. Prerequisite: FR 302W. Periodic offering.
- FR 416 French for Overseas Missions** **3**  
 Study the language particular to mission work. Preaching, Bible study, hymns, church vocabulary, varying religious traditions in different Francophone regions. Prerequisite: FR 302W. Periodic offering.

- FR 421W Literary Genres** 3  
French literature through various genres: plays, poetry, short stories, novels. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 424 Translation and Applied Linguistics** 3  
Pronunciation, intonation, rhythm of French language. Translation of various types of texts: literature, correspondence, essays, semi-technical. May also include translation theory and practice. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 426 Francophone African Culture and Civilization** 3  
History of French-speaking Africa before, during, and after colonization. Differences between regions, current issues. Focus on countries that are currently French-speaking. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 427 France and the Caribbean** 3  
History of France and its Caribbean territories from pre-Roman times to the modern day. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 428 Quebec and Cajun Culture** 3  
French-speaking cultures in North America. History, development, current issues, popular culture. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 429 French Cinema** 3  
History and important figures in the development of French cinema. Involves some film viewings outside of class and excerpts in class. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 431 Post-Colonial Literature** 3  
A study of post-colonial theory and literature in Francophone countries. May include literature in French from Asia, Africa, and other colonized regions. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 432 Survey of French Literature** 3  
Survey of literature from France, with an introduction to texts from all periods, from the Middle Ages to the 21st century. Includes poetry, theater, and prose. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 433 Francophone Caribbean Literature** 3  
Introduction to literature from Haiti, Guadeloupe, Martinique, French Guyana, and outlying islands. Emphasis on literary techniques and questions specific to Caribbean literature, including créolité, oral tradition, multi-ethnicity, history, and culture. Film adaptations and excerpts of Creole texts will also be used. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 434 Women Writers** 3  
A study of texts in French by women writers. Introduction to French feminist theory. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 435 Literature of Africa** 3  
Study of literature from Francophone African countries. Taught in French. Prerequisite: FR 302W. Periodic offering.
- FR 436 Francophone African Literature and Film** 3  
Introduction to literature and film from French-speaking African countries after independence. Includes brief orientation to historical and cultural background. Explores ideological themes common to literature and film. May be taken for French or English credit. For French credit, prerequisite: FR 302W or permission. Also listed as EL 436.

## Humanities Course

### HU 302 French Civilization 2

A survey of French history from the Gauls and Romans through the 19th century, with emphasis on the contemporary French culture. Required for the Semester in France Study Program; open to all students. Every third fall semester; 2009.

## German Courses

### GR 101 Elementary German 4

Basic grammar. Fundamentals of pronunciation, reading. Introduction to cultural topics. Fall semester.

### GR 102 Elementary German 4

Basic grammar. Development of skills in reading, listening, speaking and writing. Discussion of cultural topics. Prerequisite: GR 101. Spring semester.

### GR 130, 230 Everyday German 3

Students speak only German in a non-structured situation. Prerequisite: GR 101. Jan Term.

### GR 201 Intermediate German 4

Grammar review as framework for conversation and composition. Current-interest topics; discussion of cultural aspects. Prerequisite: GR 101, GR 102, or placement by exam. Fall semester.

### GR 202 Intermediate German 4

Continuation of GR 201 to develop fluency in the language. Written compositions and readings of medium difficulty. Prerequisite: GR 201. Spring semester.

### GR 301 German Conversation, Composition, and Grammar 3

Short literary, cultural and historical works; topical issues as a springboard for composition and discussion. Grammar. Fall semester.

### GR 302 German Conversation, Composition, and Grammar 3

Continuation of GR 301. Prerequisite: GR 301 or equivalent. Spring semester.

### GR 330 Intensive Oral German 3

Continuation of GR 230. Jan Term.

### GR 366 Grimm's Fairy Tales 3

Study of Grimm's fairy tales in translation. Historical overview of the European folktale tradition, as well as insights into the nature of family and society prior to the 19th century. Taught in English. Periodic offering. Option for students minoring in German: reading the tales in the original and writing assignments, tests, and term paper in German.

### GR 409W Survey of German Literature 3

Study of development of German thought and culture through literature from the Middle Ages to the present. Taught in German. Periodic offering.

### GR 410W Culture and Civilization 3

Study of German thought, culture, history, and the arts, concentrating on the 19th, 20th, and 21st centuries. Taught in German. Prerequisite: GR 302. Periodic offering.

## Japanese Courses

### JA 101, 102 Elementary Japanese 4

Beginning course in Japanese language, basic grammar and introduction to the culture. Prerequisite: JA 101 (for JA 102). JA 101 fall semester, JA 102 spring semester.

### JA 130 Everyday Japanese 3

Brief review of grammar, pattern structures, and vocabulary. Intensive conversation class using what the students learned in JA 101. Prerequisite: JA 101. Jan Term.

**JA 201, 202 Intermediate Japanese** 4

First-year studies in the Japanese language. Reading, writing, grammar, culture, current issues. Prerequisites: JA 101, JA 102 (for JA 201); JA 201 (for JA 202). JA 201, fall semester; JA 202, spring semester.

**Latin Courses****LAT 101 Elementary Latin I** 4

Introduction to classical Latin. Focus is on grammatical rules and structure, basic vocabulary and parts of speech, and developing an elementary reading capability.

**LAT 102 Elementary Latin II** 4

Continuation of elementary classical Latin. Continued grammar and structure, expanded vocabulary, and more advanced reading capability.

**Spanish Courses****SN 100 Introduction to Spanish** 3

Preparation for foreign-language acquisition via overview of Spanish language with concentration on language universals of category and relationship. Provides a framework of linguistic and cultural expectation upon which any foreign language can be built.

**SN 101, 102 Elementary Spanish** 4

First-year studies in the Spanish language. Grammatical structures and vocabulary, with an emphasis on listening and speaking skills. Taught mainly in Spanish. Prerequisite: SN 101 (for SN 102). SN 101, fall semester; SN 102, spring.

**SN 111 Intensive Elementary Spanish** 4

Designed for students who have had some experience with the language. Basic structure and sound system taught. Students cover one year of the language in one semester, taught mainly in Spanish. Cultural-perspectives activities also required outside of class time. Satisfies the one-year language requirement. Placement by exam.

**SN 130/230 Beginning/Intermediate Oral Spanish** 3

No English allowed. Students immerse themselves in the language in a non-structured situation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, dancing. A fun, intensive class (three hours per day) that allows students to know that they can speak Spanish. SN 130 may be used to fulfill the foreign-language requirement if taken before a study program to Central America. Prerequisite: SN 101 (for 130); 201 (for 230). Jan Term.

**SN 131 Beginning Oral Spanish** 3

Focus on conversational Spanish in an immersion setting in Guanajuato, Mexico. History, culture and language studies, home stays, and many opportunities to speak with native speakers. Jan Term.

**SN 201, 202 Intermediate Spanish** 4

Enhancement of communication skills by way of an in-depth grammar and grammar-structure review, expanding previously acquired vocabulary base, emphasizing oral practice in realistic contents, developing the students' ability to read and understand authentic texts, promoting cultural awareness of the Hispanic world, and integrating reading, writing and listening skills. Taught in Spanish. Prerequisites: SN 101 and 102 (for SN 201), or placement by exam; SN 201 (for SN 202). SN 201, fall semester; SN 202, spring semester.

**SN 231 Intermediate Oral Spanish in Mexico** 3

Focus on conversational Spanish in an immersion setting in Guanajuato, Mexico. History, culture and language studies, home stays, and many opportunities to speak with native speakers. Jan Term.



**SN 301 Advanced Spanish Grammar through Literature 3**

A bridge course between 200- and 400-level courses designed to engage students in the mastery of the most difficult points of Spanish grammar through the use of literature. Students will be exposed to an in-depth analysis of grammar, thereby allowing for more accuracy in the language. Students will dedicate time to analyze literary texts in Spanish in order to advance written as well as oral expression. This class is required to enter any 400-level course. Prerequisite: SN 202. Fall semester.

**SN 302 Advanced Spanish Grammar and Composition through Literature 3**

A continuation of the study of advanced Spanish grammar, with an emphasis on composition and literary analysis. Students will use techniques important to critical thinking and analysis, which are integral components to developing writing proficiency. Prerequisite: SN 301. Spring semester.

**SN 330 Intensive Oral Spanish 3**

Students immerse themselves in the language at higher levels of production. Class is offered in an informal setting where students work mostly in small groups. Shopping, meals, conversation. Class offered in an informal setting: small groups, games, movies, songs, cooking, skits, dancing. A fun, intensive class (three hours per day) that allows students to know that they do speak Spanish. Prerequisite: SN 301. Jan Term.

**SN 331 Intensive Oral Spanish in Mexico 3**

Focus on conversational Spanish in an immersion setting in Guanajuato, Mexico. History, culture and language studies, home stays, and many opportunities to speak with native speakers. Jan Term.

**SN 406W Latin American Short Story I 3**

Representative readings from the main literary movements (romanticism, realism, naturalism, modernism and Criollism), to increase proficiency in reading, analyzing, interpreting, and appreciating the development of the Latin American short story from its introduction as a specific genre in the 19th to the early 20th century. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).

**SN 407W Latin American Short Story II 3**

Representative readings from the main literary movements (cosmopolitanism, neorealism, the "boom" decade of 1960-1970, feminism and violence), to increase proficiency in reading, analyzing, interpreting, and appreciating the development of the Latin American short story in the 20th century. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).

**SN 409W Survey of Spanish Literature I 3**

Study of the development of Spanish thought and culture by evaluation of representative literary works from Middle Age and Golden Age Spanish literature, including theater, poetry and prose. Major works include *Poema de Mio Cid*, *El Conde Lucanor*, *Libro de Buen Amor*, and other Renaissance and baroque works and authors such as Lazarillo de Tormes, Lope de Vega, Tirso de Molina, and Calderón de la Barca. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).

**SN 410W Survey of Spanish Literature II 3**

A continuation of the study of Spanish thought and culture by evaluation of representative literary works from the 18th, 19th, and 20th centuries. Literature covered in the course includes works from major literary movements such as ilustración, romanticismo, realismo, and genres of the "Generación del 27" and "Generación del 98." Major authors include Moratín, Larra, Bécquer, Galdós, Unamuno, Machado, Ortega y Gasset, Lorca, and other major writers of the 20th century. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).

**SN 419 Latin American Culture and Civilization 3**

Exploration of contemporary Spanish-American culture in the U.S.A. and the Americas through readings from a variety of fields. Historical survey from the earliest times to present. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).



**SN 420 Spanish Culture and Civilization****3**

Historical survey of political, social, economic, religious, literary and artistic life in Spain from the earliest times to present. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).

**SN 431 History of Spanish Art****3**

Explores the development of Spanish painting, sculpture and architecture, with a focus on the social, political, and religious issues that affected artist production. Emphasis will be placed on key figures in the history of Spanish art. Students will be exposed to techniques that serve in analyzing and critiquing a work of art. Prerequisite: SN 301 (SN 302 recommended).

**SN 434 Spanish and Latin American Women Writers****3**

A study of Spanish and Latin American works by women writers. These works may include poetry, short stories, plays, and essays. This course will include an introduction to deconstruction and feminist theory and will be taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).

**SN 435 Spanish for Christian Ministry****3**

An emphasis on Spanish specific to ministry and mission work. Bible study, worship, evangelism, and cultural topics related to the Christian faith. Taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# Music

**FACULTY:** Deborah Hansen (chair), Philip Baldwin, Benjamin Brody, Brent Edstrom, Marc A. Hafso, Dan Keberle, Judith Schoepflin, Richard Strauch. **Adjunct faculty:** David Asplin (composition), Sylvia Baker (saxophone), Karen Baldwin (elementary methods), Katharine Keen Beal (handbell choir), John Bodinger (organ), Cheryl Carney (cello, string quartet), Daniel Cox (percussion, jazz combo), David Dutton (oboe), Kyla Fague (concert band), Lynne Feller-Marshall (bassoon), Mike Frederick (guitar, jazz combo), Paul Grove (guitar), Marjory Halvorson (voice), Del Hungerford (clarinet), Eugene Jablonsky (bass), Sheri Jacobson (flute), Wafia Kinne (piano), Charles Miller (guitar), Tom Molter (Jazz Ensemble II), Chris Moyer (jazz saxophone), Cynthia Munson (accompanist, piano ensemble), Brian Ploeger (jazz trumpet, jazz combo), Gary Plowman (oboe), Darnelle Preston (voice), Paul Raymond (percussion), Beverly Rhodes (piano), Jennifer Scriggins Brummett (horn), Lee Shook (secondary music education), Dave Stultz (jazz trombone), Dave Wakely (jazz history), Jeannette Wee-Yang (viola), Rick Westrick (jazz percussion)

www.whitworth.edu/music  
music@whitworth.edu

The Whitworth Music Department strives to be a community of musicians that recognizes creativity as an essential aspect of being created in God's image, and a place where individual and community creativity is blended toward a higher purpose. We prepare students for further studies and professional careers in music, as well as for avocational involvement in music, through the study of the discipline on both a theoretical and practical basis.

The learning outcomes of this major will develop the following:

- Excellence in technical skills in individual and ensemble performance
- Excellence in musicianship in individual and ensemble performance
- Ability to correctly interpret and appreciate a wide variety of musical styles
- Knowledge of music from a variety of world cultures
- Ability to integrate music with Christian faith and values
- Development of strong leadership skills
- Understanding the role of the musician in service to the community, and the broad career opportunities for a vocation in music

**Note to all music majors: Additional information about course requirements and scheduling is included in the publication *Student Guide to a Music Major*, which is available from the music department.**

## Requirements for a Music Major, B.A. (47-50)

MU 110	Music Theory I .....	3
MU 111	Ear Training I .....	1
MU 112	Music Theory II .....	3
MU 113	Ear Training II .....	1
MU 210	Music Theory III .....	3
MU 211	Ear Training III .....	1
MU 212	Music Theory IV .....	3
MU 213	Ear Training IV .....	1
MU 225	General Conducting .....	2
MU 301	Music History I .....	3
MU 302W	Music History II .....	3
MU 303	Music History III .....	3
MU 383	Junior Recital .....	0-1
MU R99	Seven semesters of recital hours .....	0

Six semesters of private lessons (including at least two semesters at the 300-400 level) .....	6
Eight semesters of ensembles .....	8
Six credits of elective music courses .....	6
Piano proficiency .....	0-2
May be met by passing a proficiency exam or by completing MU 241: Class Piano II, with a minimum grade of "B." MU 141 may be required prior to MU 241. All incoming students must meet with the piano proficiency coordinator to determine their placement for piano study.	

In addition to the requirements listed above, students may elect one or more of the following tracks:

## Tracks in Music

### Composition

(52-58)

Music major requirements less six credits of elective music courses .....	41-44
Additional lessons at 300 and 400 levels .....	4
MU 348 Computer Applications in Music .....	3
MU 432 Instrumental and Choral Arranging.....	2
Choose 2-3 credits from the following:.....	2-3
MU 206 Jazz in America .....	
MU 331 String Techniques .....	
MU 332 Percussion Techniques .....	
MU 333 Woodwind Techniques .....	
MU 334 Brass Techniques .....	
MU 483 Senior Recital .....	0-2

### Instrumental Performance

(50-56)

Music major requirements less six credits of elective music courses .....	41-44
Additional lessons at 300 and 400 levels .....	4
MU 427 Advanced Conducting .....	2
One of the following:.....	1
MU 149-449 Jazz Combo .....	
MU 170-470 Chamber Ensemble .....	
One of the following:.....	2-3
MU 206 Jazz in America .....	
MU 348 Computer Applications in Music .....	
MU 416 Wind Literature .....	
MU 417 Symphonic Literature .....	
MU 432 Instrumental and Choral Arranging .....	
MU 442 Jazz/Contemporary Methods .....	
MU 483 Senior Recital .....	0-2

### Jazz Performance

(53-58)

Music major requirements less six credits of elective music courses .....	41-44
Additional lessons at 300 and 400 levels .....	4
MU 149-449 Jazz Combo (4 semesters).....	4
MU 206 Jazz in America .....	3
MU 163-463 Private Jazz Arranging Lessons.....	1
MU 483 Senior Recital (1/3 classical, 2/3 jazz).....	0-2

### Music Business

(53)

Music major requirements, less six credits of electives in music, four credits of ensembles, two credits of upper-division lessons, piano proficiency, junior recital, and four semesters of recital hours .....	
MU 435 Seminar in Arts Administration.....	3
MU 490 Internship.....	3

BU 230	Financial Accounting.....	3
BU 110	Introduction to Business and Management .....	3
CS 125	Business Information Systems.....	3
JMC 244	Publicity and Public Relations.....	3

## Music Ministry

(54-57 Music, 9 Theology)

Music major requirements less six credits of elective music courses .....		41-44
MU 306	History and Theology of Worship .....	3
MU 307	Church Music Techniques .....	3
MU 427	Advanced Conducting .....	2
MU 443	Choral Techniques.....	3
One of the following.....		2
MU 155	Private Organ Lessons (two semesters)	
MU 415	Choral Literature	
MU 440	Music Methods in the Elementary School	
MU 442	Contemporary/Jazz Methods	
TH 154	Introduction to the Christian Faith.....	3
TH 435	Internship in Ministry .....	3
One course selected from the following.....		3
TH 393	Christian Spirituality	
TH 361	Christian Theology	
TH 371	Great Christian Thinkers	
TH 339	Evangelism and Discipleship	

## Piano Pedagogy

(53-56)

Music major requirements less six credits of elective music courses .....		41-44
Additional lessons at 300 and 400 levels .....		4
MU 330	Piano Pedagogy .....	2
MU 337	Piano Literature .....	2
MU 394	Music Practicum (Two semesters) .....	4

## Piano Performance

(51-56)

Music major requirements less six credits of elective music courses .....		41-44
Additional lessons at 300 and 400 levels .....		4
MU 330	Piano Pedagogy .....	2
MU 337	Piano Literature .....	2
Two credits from: .....		2
MU 170-470	Chamber Ensemble	
MU 176-476	Piano Accompanying	
MU 483	Senior Recital .....	0-2

## Voice Performance

(53-58)

Music major requirements less six credits of elective music courses .....		41-44
Additional lessons at 300 and 400 levels .....		4
MU 335	Diction I: Italian, English .....	2
MU 336	Diction II: French, German .....	2
MU 438	Song Literature .....	2
MU 439	Vocal Pedagogy .....	2
MU 483	Senior Recital .....	0-2

## Requirements for a Music Education Major, B.A.(56-64)

All endorsements subject to change; see School of Education for updated requirements.

### (K-12 endorsement, choral or instrumental track)

Both tracks require the following music core courses: .....		48-54
MU 110	Music Theory I .....	3
MU 111	Ear Training I.....	1

MU 112	Music Theory II .....	3
MU 113	Ear Training II .....	1
MU 210	Music Theory III .....	3
MU 211	Ear Training III .....	1
MU 212	Music Theory IV .....	3
MU 213	Ear Training IV .....	1
MU 225	General Conducting .....	2
MU 301	Music History I .....	3
MU 302W	Music History II .....	3
MU 303	Music History III .....	3
MU 427	Advanced Conducting .....	2
MU 432	Instrumental and Choral Arranging .....	2
MU 440	Music Methods in the Elementary School .....	2
MU 442	Contemporary/Jazz Methods .....	2
MU 481	Field Experience .....	0-3

If student teaching is at secondary level, MU 481 should be at elementary level and vice versa. MU 481 may be met by EDU 369, Field Immersion and Alternate Level in Intercultural Education.

MU R99	Seven semesters of recital hours .....	0
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Six semesters of private lessons

(Including at least two semesters at the 300-400 level) .....	6
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Seven semesters of ensembles .....	7
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Piano proficiency .....	0-2
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May be met by passing a proficiency exam or by completing MU 241: Class Piano II with a minimum grade of "B." MU 141 may be required prior to MU 241. All incoming students must meet with the piano-proficiency coordinator to determine their placement for piano study.

MU 383	Junior Recital .....	0-1
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### **Choral Track (56-62)**

Core courses for music education major .....	48-54
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MU 157	Private Piano (two terms with a grade of "B" or better) .....	2
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MU 415	Choral Literature .....	2
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MU 439	Vocal Pedagogy .....	2
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MU 443	Choral Techniques and Materials .....	3
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### **Instrumental Track (58-64)**

Core courses for music education major .....	48-54
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MU 331	String Techniques .....	1
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MU 332	Percussion Techniques .....	1
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MU 333	Woodwind Techniques .....	1
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MU 334	Brass Techniques .....	1
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MU 416	Wind Literature .....	2
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MU 444	Instrumental Methods and Materials .....	3
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One of the following: .....	1
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MU 142	Class Voice
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MU 159	Private Voice
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### **Both Choral and Instrumental Tracks**

Professional education courses must be taken from the School of Education. Refer to the School of Education section in this catalog.

### **Requirements for a Minor in Music (21)**

Four semesters of private lessons .....	4
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Four semesters of ensembles .....	4
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MU 110	Music Theory I .....	3
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MU 111	Ear Training I .....	1
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MU 112	Music Theory II .....	3
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MU 113	Ear Training II.....	1
MU 225	General Conducting.....	2
One of the following:.....		3
MU 103	Listening to Music	
MU 206	Jazz in America	
MU 304	World Music Traditions	
FA 101	Introduction to the Fine Arts	
MU R99	Four semesters of recital hours.....	0

## Fine Arts Courses

<b>FA 101</b>	<b>Introduction to the Fine Arts</b>	<b>3</b>
Integrates the disciplines of art, music, theater and dance into an examination of the fine-arts experience. Elements, media, expressiveness. Periodic.		
<b>FA 300</b>	<b>British Culture through Theatre and Music</b>	<b>3</b>
Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as to attend multiple chosen theatre and music events. Priority will be given to junior/senior students. Graded S/NS. Jan Term, even years.		

## Music Courses

<b>MU 103</b>	<b>Listening to Music</b>	<b>3</b>
A course that will guide students in intelligent listening and understanding of Western classical music as well as world music traditions and popular music compositions. Fall semester.		
<b>MU 110</b>	<b>Music Theory I</b>	<b>3</b>
Notation, scale structure, intervals, simple harmonic progressions. Fall semester.		
<b>MU 111</b>	<b>Ear Training I</b>	<b>1</b>
Ear training, sight singing. Taken concurrently with MU 110.		
<b>MU 112</b>	<b>Music Theory II</b>	<b>3</b>
Seventh chords, inversions, non-harmonic tones, modulations, altered chords, complex chord progressions. Prerequisite: MU 110. Spring semester.		
<b>MU 113</b>	<b>Ear Training II</b>	<b>1</b>
Ear training, sight singing. Taken concurrently with MU 112.		
<b>MU 196</b>	<b>Topics in Music</b>	<b>1-3</b>
Selected lower-division topics in music. Periodic offering.		
<b>MU 206</b>	<b>Jazz in America</b>	<b>3</b>
Comprehensive review of the cultural settings from which jazz emerged. Major jazz styles, composers/performers, and recordings. Spring semester.		
<b>MU 210</b>	<b>Music Theory III</b>	<b>3</b>
Continuation of topics in MU 112. Emphasis on traditional musical forms such as theme and variations, rondo and sonata, with some writing in these forms. Prerequisite: MU 112. Fall semester.		
<b>MU 211</b>	<b>Ear Training III</b>	<b>1</b>
Ear training, sight singing. Taken concurrently with MU 210.		
<b>MU 212</b>	<b>Music Theory IV</b>	<b>3</b>
An introduction to contemporary harmonic idioms. Composition assignments of varied natures. Prerequisite: MU 210. Spring semester.		

- MU 213 Ear Training IV** 1  
Ear training, sight singing. Taken concurrently with MU 212.
- MU 225 General Conducting** 2  
Basic techniques of choral and instrumental conducting. Prerequisites: MU 110 and MU 111. Fall and spring semesters.
- MU 235 Classical Music of the Western World** 3  
A music-appreciation course covering basic techniques for listening to classic pieces of music. Exploration of the historical forces that have influenced the great compositions of our culture. Periodic offering.
- MU 284 Opera Workshop** 2  
Preparation of roles from opera and/or operettas, with performance at the end of the term. Acting, vocal techniques, stage movement. Jan Term.
- MU 285 Elective Recital** 0-1  
Elective course for students taking private lessons. Department approval required. Fall and spring semesters.
- MU 301 Music History I** 3  
Musical styles, forms and composers from ancient times through the baroque period. Lectures, reading, score analysis, coordinated listening. Prerequisite: MU 112. Spring semester.
- MU 302W Music History II** 3  
Continuation of topics in MU 301, covering the classical period and the romantic period. Prerequisites: MU 210 and MU 301 required (CO 250 recommended). Fall semester.
- MU 303 Music History III** 3  
Continuation of topics in MU 301 and 302W. Covers music from the late 19th century to the present. Prerequisite: MU 302W. Spring semester.
- MU 304 World Music Traditions** 3  
Musical traditions of a variety of cultures, including Native-American, African, East European and Indian. Special attention will be given to unique instruments, particularly those from Africa. The relationship of music to religion and politics will also be explored. Periodic offering.
- MU 306 History and Theology of Worship** 3  
History and theology of the practice of corporate worship and the role of music in worship from the Old Testament to the present. Particular emphasis will be placed on the evolving role of congregational song in worship. Also listed as TH 206. Fall semester.
- MU 307 Church-Music Techniques** 3  
Survey of techniques and resources for a broad range of church-music functions. Class sessions will include preparing the student to work with organs, handbells, children's choirs, worship teams, and audio/video technology in worship. Spring semester.
- MU 330 Piano Pedagogy** 2  
Exploration of concepts, materials and methods. Prerequisite: music major, music-education major, or music minor. Fall semester, even years.
- MU 331 String Techniques** 1  
Techniques, materials, methods, application of scoring. Prerequisite: music or music-education major. Fall semester, even years.
- MU 332 Percussion Techniques** 1  
Techniques, materials, methods, application of scoring. Prerequisite: music or music-education major. Spring semester, odd years.

- MU 333    Woodwind Techniques** **1**  
Techniques, materials, concepts, application of scoring. Prerequisite: music or music-education major. Fall semester, odd years.
- MU 334    Brass Techniques** **1**  
Techniques, materials, concepts, application of scoring. Prerequisite: music or music-education major. Spring semester, even years.
- MU 335    Diction I: Italian, English** **2**  
Exposure to Italian and English diction through study of the International Phonetic Alphabet. Listening, song texts and poetry, performance and score reading of baroque to 20th-century literature. Prerequisite: music major, music-education major, or music minor. Fall semester, even years.
- MU 336    Diction II: French, German** **2**  
Exposure to French and German diction through study of the International Phonetic Alphabet. Listening, song texts and poetry, performance and score reading of baroque to 20th-century literature. Prerequisite: MU 335. Spring semester, odd years.
- MU 337    Piano Literature** **2**  
Study of the major repertoire and its composers from the Renaissance to the present. Prerequisite: music major, music-education major, or music minor. Fall semester, odd years.
- MU 344    Elementary Music: Music and Movement** **1**  
Curriculum and methods for teaching music and movement in the elementary school. Procedures, materials for teaching music in the self-contained elementary classroom. Designed for non-music majors. Fall and spring semesters, Jan Term.
- MU 348    Computer Applications in Music** **3**  
Students will use synthesizers, sequencers and computers to compose, arrange, orchestrate and/or publish music ranging from jazz to orchestral. Prerequisite: MU 110. Periodic Jan Term offering.
- MU 365    International Culture through Jazz** **3**  
A select group of Whitworth jazz students (enrollment by audition only) will travel to locations outside the United States and join with international students and instructors in various jazz classes, ensembles and concerts. Includes study of local history and culture through visits to historical and cultural sites in the host city. Offered periodically in Jan Term.
- MU 383    Junior Recital** **0-1**  
Music majors only. Department approval required. Fall and spring semesters.
- MU 394    Music Practicum** **2**  
Supervised piano teaching experience, primarily intended for students in piano-pedagogy track. Prerequisites: junior standing; music major, music-education major, or music minor. Fall and spring semesters.
- MU 396    Topics in Music** **1-3**  
Selected upper-division topics in music. Periodic offering.
- MU 415    Choral Literature** **2**  
History of choral literature from the Renaissance to the present. Prerequisite: MU 210 (MU 301 recommended). Fall semester, odd years.
- MU 416    Wind Literature** **2**  
History of symphonic and wind band/ensemble literature from the baroque period to the present. Prerequisite: MU 210. Fall semester, odd years.

- MU 417 Symphonic Literature** 2  
Survey of major orchestral literature (symphonic and chamber) from the baroque period to the present. Prerequisite: MU 210 required (MU 302W recommended). Spring semester, even years.
- MU 427 Advanced Conducting** 2  
Advanced techniques of choral and instrumental conducting. Score study. Prerequisite: MU 225 with a grade of "C" or better. Spring semester.
- MU 432 Instrumental and Choral Arranging** 2  
Practical application of arranging techniques for a variety of instrumental and choral ensembles. Transpositions, instrument and vocal ranges, principles of voicing and score production will be studied. Prerequisite: MU 210. Spring semester.
- MU 435 Seminar in Arts Administration** 3  
A seminar in managing, leading, and/or coordinating an arts organization whose main purpose is music. The principles of classical management will be explored in terms of music. Spring semester, even years.
- MU 438 Song Literature** 2  
Survey of the great song literature of Germany, France, Italy, Russia and Scandinavia, and of the literature of English and Spanish languages. Study of style, characteristics, score reading, listening and recognition. Prerequisite: music major, music-education major, or music minor. Spring semester, even years.
- MU 439 Vocal Pedagogy** 2  
A systematic study of vocal physiology and anatomy. Consideration of current teaching trends and preparation of materials for teaching. Practicum in teaching. Prerequisite: music major, music education major, or music minor. Fall semester, odd years.
- MU 440 Music Methods in the Elementary School** 2  
Procedures, materials for elementary school music teaching. For music majors and for minors who may become elementary school music specialists. Teaching, observation of lessons, performance organization. Prerequisite: music major, music education major, or music minor. Spring semester, even years.
- MU 442 Contemporary/Jazz Methods** 2  
The study of instrumental and vocal jazz styles, pedagogy and technology. Primarily for music education majors, although it may be taken as an elective for those students wishing to learn about the technical and pedagogical side of jazz and contemporary music. Prerequisite: MU 112. Spring semester, odd years.
- MU 443 Choral Techniques and Materials** 3  
Techniques, problems in choral conducting, rehearsal procedure. Prerequisites: MU 225; music major or music education major. Fall semester, odd years.
- MU 444 Instrumental Methods and Materials** 3  
Rehearsal techniques, instrumental literature and materials, marching band techniques, program utilization. Prerequisite: music major or music education major. Fall semester, even years.
- MU 481 Field Experience** 3  
Classroom field experience for music education majors, usually at the alternate level (primary or secondary) from student teaching. Not required for students who take EDU 369. Prerequisite: signature of instructor.
- MU 483 Senior Recital** 0-2  
For music majors with performance track only. Prerequisite: MU 383. Fall and spring semesters.

**MU 485 Elective Recital****0-2**

Elective course for students taking private lessons. Department approval required. Fall and spring semesters.

**MU 525 Orff Schulwerk: Teacher-Training Level****4**

A study of the basic philosophy of Orff's approach to music education for children. Students will participate in instrumental and choral ensembles and study recorder techniques and movement, as well as examine basic pedagogy and related special topics. Prerequisite: Introduction to Schulwerk or equivalency in music proficiency. Periodic offering.

**Class Lessons****(1)**

Class instruction. Fee in addition to tuition. Fall and spring semesters.

MU 139	Beginning Class Piano (non-music majors)
MU 140, 240	Beginning, Intermediate Class Guitar
MU 141, 241	Class Piano I, Class Piano II (music majors)
MU 142	Class Voice
MU 149, 249, 349, 449	Jazz Combos

**Private Lessons****(1-2)**

Weekly half-hour to one-hour lessons, available to all Whitworth students. May be repeated for credit at the same level. Fee in addition to tuition. Special policies for Jan Term lessons.

MU 152, 252, 352, 452	Private Brass
MU 153, 253, 353, 453	Private Guitar
MU 155, 255, 355, 455	Private Organ
MU 156, 256, 356, 456	Private Percussion
MU 157, 257, 357, 457	Private Piano
MU 158, 258, 358, 458	Private Strings
MU 159, 259, 359, 459	Private Voice
MU 160, 260, 360, 460	Private Woodwinds
MU 161, 261, 361, 461	Private Jazz Improvisation
MU 162, 262, 362, 462	Private Composition
MU 163, 263, 363, 463	Private Jazz Arranging

**Performance Ensembles****(1)**

Available to all Whitworth students. May be repeated for credit at the same level.

**MU 167, 267, 367, 467 Concert Band****1**

No audition required. Students may join if they have played an instrument in band at least through their junior year in high school, or have the consent of the instructor. Meets one evening a week and performs on campus once each semester.

**MU 168, 268, 368, 468 Bell Choir****1**

Beginning and advanced handbell choirs, covering ringing techniques and standard literature.

**MU 170, 270, 370, 470 Chamber Ensemble****1**

By permission. Performance in a small vocal or instrumental ensemble.

**MU 171, 271, 371, 471 Whitworth Choir****1**

By audition. Works of all periods, a cappella and accompanied. Annual tour.

**MU 172, 272, 372, 472 Women's Choir****1**

By audition. Works from all periods for treble voices, a cappella and accompanied. Christmas tour, spring concerts.

**MU 173, 273, 373, 473 Wind Symphony****1**

By audition. Primarily original works for band and wind symphony. Bi-annual tour.



**MU 174, 274, 374, 474 Jazz Ensemble I and II****1**

By audition. All jazz styles. Annual concerts with guest artists, jazz festivals, tours. International travel opportunities during Jan Term. Tours with wind symphony.

**MU 176, 276, 376, 476 Piano Accompanying****1**

A small-group performance class focusing on vocal, choral and instrumental accompanying. Focuses on the specific technical, musical and performance skills necessary for professional accompanying.

**MU 177, 277, 377, 477 Men's Chorus****1**

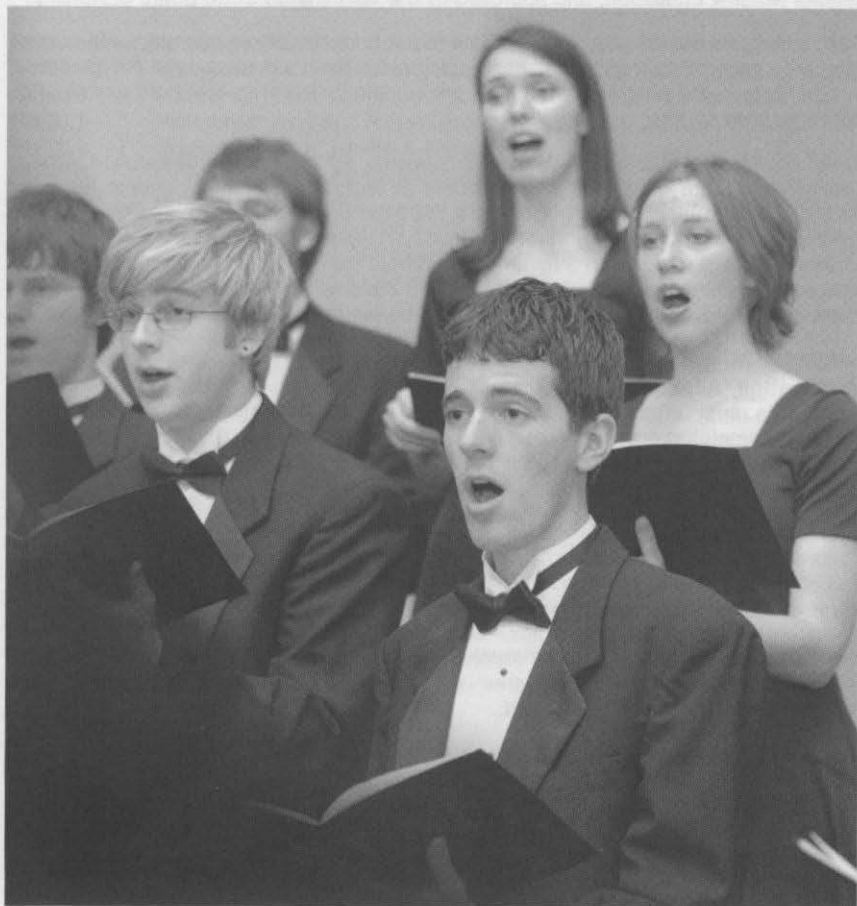
By interview; no previous choral experience necessary. Works of various styles and musical periods for men's voices, a cappella and accompanied. On-campus and local performances.

**MU 178, 278, 378, 478 Whitworth Orchestra****1**

By audition, permission. Open to students, community. String orchestra presents a concert each fall and spring semester.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495); See Page 34 for details.



# Nursing

Undergraduate program leading to the bachelor of science in nursing degree:

FACULTY: Bobbi Morrison (College of Nursing instructor and Whitworth nursing advisor)

[www.whitworth.edu/nursing](http://www.whitworth.edu/nursing)

[nursing@whitworth.edu](mailto:nursing@whitworth.edu); [nursing@wsu.edu](mailto:nursing@wsu.edu); [bmorrison@whitworth.edu](mailto:bmorrison@whitworth.edu)

The Washington State University Intercollegiate College of Nursing is committed to inspiring and transforming health care for generations to come. The WSUICN embraces the core values of caring, altruism, social justice and maximizing human potential. In addition, the college endorses the values of Washington State University and the consortium institutions, Eastern Washington University and Whitworth University, that include inquiry and knowledge, engagement and application, committed partnerships, leadership, character, stewardship, teamwork and diversity.

The ICN is a unique consortium program established in 1968, serving Whitworth University, Washington State University, and Eastern Washington University. The faculty, staff and instructional resources of the College of Nursing will be located on its Riverpoint campus beginning the fall semester of 2008.

## Nursing

The bachelor of science in nursing program is accredited by the Commission on Collegiate Nursing Education, and approved by the Washington State Board of Nursing.

The undergraduate nursing major leading to the bachelor of science degree in nursing prepares generalists in professional nursing practice. Upon successful completion of the baccalaureate program, graduates are eligible to take the licensure examination for registered nurses.

Upon acceptance by the ICN, Whitworth students will also be jointly enrolled through Washington State University. WSU handles all registration, tuition, course fees and financial aid. Students from out of state will be charged non-resident tuition by WSU until permanent Washington state residency of one year has been established. Whitworth University will charge a minimal enrollment fee. Upon completion of graduation requirements, the student will receive a joint diploma from Whitworth University and Washington State University. Transcripts will be issued by each institution.

## Undergraduate Program (BSN)

### Application/Admission

Applicants must obtain an application from the registrar's office at Whitworth University. The completed application must be returned to the registrar's office by Jan. 15 for August admission and by Aug. 5 for January admission.

All courses prerequisite to the upper-division major, general university requirements and junior standing must be completed by the end of spring term for enrollment the following fall and by the end of fall term for spring enrollment. During the spring or fall term when the application is being reviewed, the student must have no more than three prerequisite courses that remain to be completed. A letter or numerical grade must be submitted for prerequisite courses. The pass/no credit option cannot be used. Residency of 32 semester credits is required at Whitworth prior to acceptance at the College of Nursing. The degree is generally completed in two years of study at Whitworth and two years at the ICN.

Applicants are judged on the following criteria:

- cumulative GPA of 2.8 or higher;
- cumulative GPA of 2.8 or higher in prerequisite courses;
- each prerequisite course must have at least a "C" grade; P/F grades are not accepted;
- junior standing;
- applicants may be evaluated in a personal interview.

For further information on the upper-division program at ICN, contact the Intercollegiate College of Nursing, [www.nursing.wsu.edu](http://www.nursing.wsu.edu) or 509.324.7338.

## Requirements for the Bachelor of Science Degree in Nursing, B.S. (126)

126 semester credits, including the 98 credits of prerequisite and nursing courses. Completion of Whitworth's general graduation requirements. Oral communication, modern language, global perspectives, and Core 250 or 350 are waived for nursing majors.

Nursing prerequisites .....	(32)
BI 204 Medical Microbiology .....	4
BI 220 Human Anatomy & Physiology I .....	4
BI 221 Human Anatomy & Physiology II .....	4
CH 101 Introduction to Chemistry .....	3
CH 101L Introduction to Chemistry Lab .....	1
CH 102 Bioorganic Chemistry .....	3
CH 102L Bioorganic Chemistry Lab .....	1
MA 256 Elementary Probability and Statistics .....	3
NF 315 Nutrition .....	3
PY 101 Introductory Psychology .....	3
SO 120 Introduction to Sociology .....	3

First-aid and CPR certification are required prior to a student registering for courses at ICN.

Required nursing courses (ICN) .....	(66)
NU 308 Professional Development I .....	2
NU 309 Professional Development II .....	3
NU 311 Pathophysiology and Pharmacology .....	4
NU 315 Nursing Practice: Health & Illness .....	4
NU 316 Introduction to Nursing Practice .....	2
NU 317 Health Assessment .....	3
NU 318 Growth and Development Across Life Span .....	3
NU 322 Human Experience of Diversity and Health .....	2
NU 324 Nursing Concepts: Acute and Chronic Illness in Adults .....	4
NU 325 Nursing Practice: Acute and Chronic Illness in Adults .....	5
NU 328 Introduction to Gerontological Nursing .....	2
NU 408 Professional Development III .....	3
NU 409 Professional Development IV .....	2
NU 414 Child and Family Health: Theory .....	3
NU 415 Children and Families as the Focus of Nursing Care .....	3
NU 416 Childbearing Health of the Family .....	3
NU 417 Nursing Care of Childbearing Families .....	2
NU 424 Psychiatric/Mental-Health Nursing Concepts .....	3
NU 425 Nursing Practice: Psychiatric/Mental Health .....	2
NU 426 Community Health Nursing Theory .....	2
NU 427 Community Health Nursing Practice .....	3
NU 430 Senior Practicum .....	3
Three credits approved upper-division elective (nursing or non-nursing) .....	3

## Nursing Courses

- NU 308 Professional Development I: Research and Informatics** 2  
First of professional development series. Focus on nursing and healthcare research, information management, informatics, and development of nursing research.
- NU 309 Professional Development II: Ethical Reasoning and Decision-Making Processes in Nursing** 3  
Continuation of professional development series. Moral and ethical reasoning models, decision processes, and philosophical basis of nursing as a discipline are explored. Prerequisite: NU 308. Co-requisite: NU 315.
- NU 311 Pathophysiology and Pharmacology for Nursing** 4  
Etiology, pathogenesis, clinical manifestations of common human dysfunction. Nursing implications for prevention and therapeutic approaches including pharmacologic and nonpharmacologic therapies.
- NU 315 Nursing Practice: Health and Illness** 4  
Introduction to nursing practice and health assessment: professional values, core competencies, core knowledge and role development. Co-requisites: NU 308, NU 311 and NU 316.
- NU 316 Introduction to Nursing Practice in Health and Illness: Theory** 2  
Introduction to nursing concepts and health assessment including core professional values, knowledge and competencies for nursing practice. Co-requisites: NU 308 and NU 311.
- NU 317 Health Assessment** 3  
Systematic approach to health assessment of adults, emphasizing and incorporating use of nursing process and scientific rationale.
- NU 318 Growth and Development Across the Life Span** 3  
Transitions in physiological, psychosocial, cognitive, moral development throughout the life span. Exploration of cultural, ethnic and family influences on development.
- NU 322 The Human Experience of Diversity and Health** 2  
Explorations of regional, national, and global expressions of health and illness and implications for healthcare professionals.
- NU 324 Nursing Concepts in Acute and Chronic Illness in the Adult** 4  
Theoretical concepts of acute and chronic illness in the adult as a basis for critical thinking and decision-making in nursing. Prerequisites: NU 311, NU 315, NU 316 and NU 317.
- NU 325 Nursing Practice in Acute and Chronic Illness in Adults** 5  
Application of acute/chronic illness concepts in adults as a basis for critical thinking and decision-making in nursing. Prerequisites: NU 311, NU 315, NU 316, NU 317 and NU 324. Co-requisite: NU 324.
- NU 328 Introduction to Gerontological Nursing** 2  
Professional values, communication and functional assessment in care of elders. Core knowledge and role development of the gerontological nurse. Co-requisite: NU 318.
- NU 408 Professional Development III: Leadership and Management** 3  
Continuation of the professional-development series. Focus on impact of leadership, management, and resource allocation on patient outcomes. Prerequisite: NU 309.
- NU 409 Professional Development IV: Transition to Practice** 2  
Continuation of professional-development series. Focus on transition to practice and nursing across healthcare systems/delivery within global arena. Prerequisite: NU 408, NU 414, NU 415, NU 416 and NU 417.

**NU 414 Child and Family Health: Theory 3**

Analysis and evaluation of scientific and theory base for nursing care of children and families. Prerequisites: NU 324 and NU 325. Co-requisites: NU 318 and NU 328.

**NU 415 Children and Families as the Focus of Nursing Care 3**

Synthesis and application of underlying science and nursing process within the unique population of children and families. Prerequisites: NU 324 and NU 325. Co-requisites: NU 318, NU 328 and NU 414.

**NU 416 Childbearing Health of the Family 3**

Care of childbearing families within the context of community. Newborns' health and men's and women's reproductive health are addressed. Prerequisites: NU 324 and NU 325. Co-requisites: NU 318 and NU 328.

**NU 417 Nursing Care of Childbearing Families 2**

Nursing care of families during the childbearing continuum in community and/or acute-care settings. Combination of clinical and seminar. Prerequisites: NU 324 and NU 325. Co-requisites: NU 318, NU 328, NU 415 and NU 416.

**NU 424 Psychiatric/Mental Health Nursing Concepts 3**

Healthy to psychopathological states studied within a nursing framework. Includes history, theories, legal and ethical issues of psychiatric/mental-health nursing. Prerequisites: NU 414, NU 415, NU 416 and NU 417.

**NU 425 Nursing Practice: Psychiatric/Mental Health 2**

Clinical application of the nursing process with clients experiencing acute and chronic psychiatric/mental-health disruptions. Prerequisites: NU 414, NU 415, NU 416 and NU 417.

**NU 426 Community Health Nursing Theory 2**

Synthesis of nursing and public-health concepts with emphasis on community as partner and population-focused practice. Prerequisites: NU 414, NU 415, NU 416 and NU 417.

**NU 427 Community Health Nursing Practice 3**

Promoting the public's health through application of the public health functions: assessment, policy development, and assurance. Prerequisites: NU 414, NU 415, NU 416 and NU 417. Co-requisite: NU 426.

**NU 430 Senior Practicum 3**

Clinical and theoretical concepts are applied in a concentrated clinical practicum. Use of clinical preceptors and student objectives is employed. Prerequisites: NU 409, NU 424, NU 425, NU 426 and NU 427.

**Undergraduate Elective Courses****NU 307 Assertiveness Training for Nurses 2**

Assertiveness training to assist professional nurses in improving interpersonal relationships in nursing situations. Prerequisite: junior in nursing.

**NU 350 Therapeutic Communication in Nursing 1-2**

Therapeutic communication and relationship development with the well/ill client. Examination of various coping strategies used by nurse and client.

**NU 391 Concepts of Caring 2**

Examination of the nursing concept of caring, using personal narratives, storytelling, and literary discussions to foster practices of mutuality, constructed knowing, and heightened sensitivity.



- NU 392 Therapeutic Touch: A Nursing Modality** **2**  
Exploration of the broad arena of touch as a means of interpersonal communication and as a mechanism for healing, using Krieger-Kunz method. Prerequisite: one semester of nursing.
- NU 477 Analysis of Healthcare Ethics** **2-3**  
Analysis of ethical theories including deontology, teleology, virtue ethics, and their applicability to ethical dilemmas in nursing.
- NU 478 Plateau Tribes: Culture and Health** **3**  
The history, culture and healthcare needs of the Plateau Indian tribes are addressed. Includes both classroom and practicum experience.
- NU 498 Special Topics in Nursing** **1-3**
- NU 499 Independent Study** **1-4**  
Study of a theoretical or clinical area of interest not available through conventional course offerings.



# Physics

FACULTY: Richard Stevens (chair), John Larkin, Kamesh Sankaran

www.whitworth.edu/physics  
physics@whitworth.edu

The Whitworth University Physics Department and Dual-Degree Engineering Program strive to provide students with the foundational skills necessary for success in science and engineering while preserving the university's strong tradition of a broad Christian liberal-arts education. Our curriculum, which integrates a laboratory with each subject of physics along with a growing integration of original and publishable research into the undergraduate experience, provides an understanding of real-world problems.

The learning outcomes of this major prepare the student to do the following:

- Be proficient in physics and math.
- Be able to integrate faith and vocation.
- Be employable in a wide range of fields.
- Demonstrate critical-thinking and problem-solving skills.
- Be competent in oral and written communication.

## Requirements for a Physics Major, B.A. (53-54)

PS 151	General Physics I .....	4
PS 153	General Physics II .....	4
PS 251W	General Physics III.....	4
PS 355	Quantum Mechanics .....	4
PS 363	Thermodynamics.....	4
PS 373	Electronics .....	4
One of the following:.....		3-4
PS 451	Electricity and Magnetism I	
PS 351	Mechanics: Dynamics	
MA 171	Calculus I .....	4
MA 172	Calculus II .....	4
MA 273	Calculus III .....	4
MA 281	Differential Equations.....	3
CH 161	General Chemistry I .....	3
CH 161L	General Chemistry I Lab .....	1
CH 181	General Chemistry II.....	3
One additional upper-division physics course (excluding PS 121 and 196) .....		4
For 4-12 teaching endorsement, the following additional courses are required: All endorsements subject to change; see School of Education for updated requirements.		
MA 256	Probability and Statistics .....	3
EDU 455	Methods of Teaching Science: Secondary .....	2

## Requirements for a Physics Major, B.S. (68)

PS 151	General Physics I .....	4
PS 153	General Physics II .....	4
PS 251W	General Physics III.....	4
PS 355	Quantum Mechanics .....	4
PS 361	Nuclear Physics .....	4
PS 363	Thermodynamics.....	4
PS 373	Electronics .....	4
PS 451	Electricity and Magnetism I .....	4
PS 453	Electricity and Magnetism II .....	3
PS 351	Mechanics: Dynamics .....	3
PS 353	Advanced Dynamics .....	4
MA 171	Calculus I .....	4

MA 172	Calculus II .....	4
MA 273	Calculus III .....	4
MA 281	Differential Equations.....	3
PS 357	Math Methods for Engineers and Scientists .....	4
CH 161	General Chemistry I .....	3
CH 161L	General Chemistry I Lab .....	1
CH 181	General Chemistry II.....	3
For 4-12 teaching endorsement, the following additional courses are required: All endorsements subject to change; see School of Education for updated requirements.		
MA 256	Probability and Statistics .....	3
EDU 455	Methods of Teaching Science: Secondary .....	2

### Requirements for an Applied Physics Major, B.A. (56-60)

PS 151	General Physics I .....	4
PS 153	General Physics II .....	4
PS 251W	General Physics III.....	4
PS 373	Electronics .....	4
One of the following:.....		3-4
PS 451	Electricity and Magnetism I .....	
PS 351	Mechanics: Dynamics .....	
MA 171	Calculus I .....	4
MA 172	Calculus II .....	4
MA 273	Calculus III .....	4
MA 281	Differential Equations.....	3
CH 161	General Chemistry I .....	3
CH 161L	General Chemistry I Lab .....	1
CH 181	General Chemistry II.....	3
CS 171	Computer Science I .....	3
One of the following:.....		3
CS 172	Computer Science II .....	
EN 211	Statics .....	
One of the following:.....		3-4
MA 330	Linear Algebra .....	
PS 357	Math Methods for Engineers and Scientists .....	

Two additional approved upper-division courses from physics, computer science, math, chemistry or engineering ..... 6-8  
*Note: Students may not receive two physics majors.*

### Requirements for Biophysics Major, B.S. (66-70)

Each option requires the following courses:.....		(51)
PS 151	General Physics I .....	4
PS 153	General Physics II .....	4
PS 251W	General Physics III.....	4
PS 241	Introduction to Biophysics.....	3
PS 363	Thermodynamics.....	4
MA 171	Calculus I .....	4
MA 172	Calculus II .....	4
MA 273	Calculus III .....	4
CH 161	General Chemistry I .....	4
CH 161L	General Chemistry I Lab .....	1
CH 181	General Chemistry II.....	4
CH 181L	General Chemistry II Lab .....	1
CH 271	Organic Chemistry I.....	4
CH 271L	Organic Chemistry I Lab .....	1
BI 150	Cell Biology.....	2
BI 152	Animal Biology .....	2

BI 153	Plant Biology.....	2
BI 154	Microbial Biology.....	2

## Mathematical Methods Option

One of the following:..... 3-4

MA 281	Differential Equations
PS 357	Mathematical Methods for Engineers and Scientists

## Biochemistry Option

One of the following: ..... 3

BI 230	Introductory Biochemistry
CH 401W	Biochemistry I

## Electives

Three of the following with at least one from physics and one from biology:

BI 363	Genetics .....	4
BI 399	Molecular Biology.....	3
BI 412	Advanced Cell Biology .....	3
CH 278	Organic Chemistry II.....	3
CH 403	Biochemistry II .....	3
PS 351	Mechanics: Dynamics .....	3
PS 355	Quantum Mechanics .....	4
PS 361	Nuclear Physics .....	4
PS 371	Optics .....	4
PS 373	Electronics .....	4
PS 451	Electricity and Magnetism I.....	4

*Note: Students may not receive two physics majors.*

## Requirements for Engineering Physics Major, B.S. (64-67)

Each option requires the following courses:.....(52)

PS 151	General Physics I .....	4
PS 153	General Physics II .....	4
PS 251	General Physics III.....	4
PS 357	Mathematical Methods for Engineers and Scientists.....	4
EN 110	Engineering Orientation .....	1
EN 171	Engineering Graphics.....	3
EN 211	Statics .....	3
EN 390	Internship.....	1
EN 485	Senior Design Project .....	3
MA 171	Calculus I .....	4
MA 172	Calculus II .....	4
MA 273	Calculus III .....	4
MA 281	Differential Equations.....	3
CH 161	General Chemistry I .....	3
CH 161L	General Chemistry I Lab .....	1
CS 171	Computer Science I .....	3
EC 210	Principles of Microeconomics.....	3

## Electrical Engineering Track

(67)

PS 371	Optics .....	4
PS 373	Electronics .....	4
EN 375	Digital Electronics .....	3
PS 451	Electricity and Magnetism I .....	4

## Engineering Management Track

(64)

BU 240	Business Law .....	3
BU 311	Principles of International Business.....	3

One of the following:.....	3
CS 376 Technology Management .....	
BU 376 Global Operations/Supply-Chain Management .....	
BU 450W Social and Ethical Issues in Business.....	3

*Note: Students may not receive two physics majors.*

## Requirements for a Physics Minor (24)

PS 151 General Physics I .....	4
PS 153 General Physics II .....	4
PS 251W General Physics III.....	4
Three additional courses in physics (excluding PS 121 and 196) .....	12
Complete the following courses for Washington state endorsement in physics:	
MA 210, 281, and 256.....	11
EDU 455 Methods of Teaching Science: Secondary .....	2
All endorsements subject to change; see School of Education for updated requirements.	

## Requirements for a Science Endorsement for Majors in Biology, Chemistry, or Physics

The science endorsement requires a major in biology, chemistry, or physics plus additional courses. For a list of these additional courses, please see the Biology or Chemistry sections of the catalog.

## Dual Degree Pre-Engineering Transfer Program

Pre-engineering advisor: Richard Stevens

Whitworth's pre-engineering program is designed to give students the broad foundation of a liberal-arts education as well as technical training to be successful in a variety of engineering disciplines. Arrangements have been made with several top engineering schools to allow pre-engineering students to complete their first two or three years of coursework at Whitworth and the remainder of the five-year program at a partner engineering school. Partnership arrangements exist with Washington University (St. Louis), the University of Southern California, Washington State University, Columbia University and Seattle Pacific University. Upon completing a customized Whitworth pre-engineering curriculum with at least a 3.0 GPA and a good record, students are assured enrollment in one of the partner engineering schools. Students report that the broad knowledge base and the critical-thinking, teamwork and communication skills acquired at Whitworth have enabled them to thrive in both engineering school and the professional environment. Recent graduates are working at successful engineering firms around the country. The following courses are required to qualify for our partner engineering schools, with additional courses available to prepare for specific engineering fields.

### Pre-Engineering Recommended Courses

PS 151 General Physics I .....	4
PS 153 General Physics II .....	4
PS 251W General Physics III.....	4
MA 171 Calculus I .....	4
MA 172 Calculus II .....	4
MA 273 Calculus III .....	4
MA 281 Differential Equations.....	3
CH 161 General Chemistry I .....	3
CH 161L General Chemistry I Lab .....	1
CH 181 General Chemistry II.....	3
CS 171 Computer Science I .....	3
EN 110 Engineering Orientation .....	1
EL 110 Writing I .....	3



## Engineering Courses

### EN 110 Engineering Orientation

1

Concerns of the engineering profession: its scope, challenges, opportunities, rewards and educational requirements. Includes guest lectures by professional engineers and tours of engineering facilities in the area. Fall semester.

### EN 211 Statics

3

Mathematical review, equilibrium of a particle, free-body diagrams, equilibrium of a rigid body, structural analysis, friction, center of gravity, moments of inertia. Prerequisites: PS 151 and MA 171; also MA 172 or concurrent enrollment. Fall semester, even years.

### EN 351 Mechanics: Dynamics

3

Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid-body applications. Cross-listed with PS 351. Prerequisites: PS 153 and MA 280. Fall semester, odd years.

## Geology Courses

### GL 131 Understanding Earth

4

Structure of the earth and the forces of plate tectonics that build and move continents. Examination of the dynamic interactions between the lithosphere (crust), atmosphere, and hydrosphere. Laboratory included. Fall semester, even years.

### GL 139 Environmental Geology

4

Interactions of the human species with land, sea and air. Geologic hazards, earth resources, oceanography, meteorology. Laboratory included. Fall semester, odd years.

## Natural Science Courses

### NS 101 Earth and Sky

3

Study of geology and astronomy, including the structure of the earth, the nature and origin of the solar system, and fundamental underlying physical concepts. For elementary-education students. Fall semester.

## Physics Courses

### PS 121 Concepts of Physics

3

Study of fundamental unifying ideas of physics and of how scientists learn about the physical world. Emphasis on the comprehension of concepts. For non-science majors. Jan Term.

### PS 141 Introduction to Astronomy

4

Nature and origin of the solar system, starlight and star life, components and structure of a galaxy, the expanding universe and cosmology. Astronomical instruments are also discussed. Includes laboratory. Spring semester.

### PS 151 General Physics I

4

Basic principles of mechanics. Includes laboratory. Prerequisite: MA 171 or concurrent enrollment. Fall semester.

### PS 153 General Physics II

4

Continuation of PS 151. Basic principles of thermodynamics, electricity and magnetism. Includes laboratory. Prerequisites: PS 151, also MA 172 or concurrent enrollment. Spring semester.

### PS 196 Topics in Physics

1-3

Selected lower-division topics in physics. Periodic offering.

**PS 241 Introduction to Biophysics****3**

A survey of basic biological processes at various levels of organization in the light of ideas from physics. Topics may include motion at the cellular level, entropic forces, molecular machines, and nerve impulses. Prerequisite: PS 153. Jan Term, even years.

**PS 251W General Physics III****4**

Continuation of PS 153. Basic principles of optics, special relativity, and modern physics. Includes laboratory. Prerequisite: PS 153. Fall semester. Completion of this three-semester sequence is the normal pattern for entry into all upper-level physics courses.

**PS 351 Mechanics: Dynamics****3**

Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid-body applications. Cross-listed with EN 351. Prerequisites: PS 153 and MA 281. Fall semester, odd years.

**PS 353 Advanced Dynamics****4**

Continuation of PS 351. Numerical techniques in dynamics, velocity-dependent forces, oscillations (linear, nonlinear, and coupled), motion in a noninertial reference frame, and alternative formulations of mechanics (Lagrangian and Hamiltonian). Includes laboratory. Prerequisite: PS 351. Spring semester, even years.

**PS 355 Quantum Mechanics****4**

Principles of quantum mechanics, including Schrödinger's equation, applied to the rigid rotor, the hydrogen atom and the harmonic oscillator. Includes laboratory. Prerequisites: PS 251 and MA 281. Fall semester, odd years.

**PS 357 Mathematical Methods for Engineers and Scientists****4**

Introduction to various mathematical and computational methods used to solve problems in science and engineering. Emphasis will also be on their applications to relevant problems. Topics include ordinary and partial differential equations, Fourier series, Fourier and Laplace transforms, linear algebra and complex analysis. Prerequisite: MA 281. Spring semester, odd years.

**PS 361 Nuclear Physics****4**

Nuclear structure, radioactivity, nuclear reaction, interactions of nuclear radiations with matter. Includes laboratory. Prerequisites: PS 251 and PS 355. Spring semester, even years.

**PS 363 Thermodynamics****4**

Statistical mechanics, kinetic theory, laws of thermodynamics and states of matter. Implications for engines and other applications, and pertinent problems in many areas of science. Includes laboratory. Prerequisites: PS 153 and MA 281. Recommended: CH 181. Fall semester, even years.

**PS 371 Optics****4**

Nature of light, geometrical and physical optics, interference, quantum optics, optical instruments. Includes laboratory. Prerequisites: PS 251 and MA 281. Spring semester, odd years.

**PS 373 Electronics****4**

A "learn-by-doing" practical introduction to the fundamentals of electronic devices and circuits. Emphasis on modern instrumentation. Includes laboratory. Prerequisite: PS 153. Spring semester.

**PS 396 Topics in Physics****1-3**

Selected upper-division topics in physics. Periodic offering.

**PS 451 Electricity and Magnetism I****4**

Electric and magnetic fields, boundary-value problems, steady and alternating currents, electrical instruments, and measurement techniques. Includes laboratory. Prerequisites: PS 153 and MA 281. Fall semester, even years.

**PS 453 Electricity and Magnetism II****3**

Continuation of PS 451. Maxwell's equations, electromagnetic waves, advanced topics in electrical and magnetic phenomena. Prerequisite: PS 451. Spring semester, odd years.

**PS 471, 473 Experimental Physics****Varies**

Supervised research projects in areas such as electronics, optics, nuclear physics, computer applications, atmospheric physics. Prerequisite: permission of professor.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.

**Physics**

# Political Science

FACULTY: John Yoder (chair), Michael Le Roy, Julia Stronks, Patrick Van Inwegen

www.whitworth.edu/politicalscience  
politicalscience@whitworth.edu

The Whitworth Political Science Department strives to embody the university's education of mind and heart through excellent teaching, open and robust debate, active scholarship, and personal mentoring. Our goal is to prepare students for careers in government and politics, law, humanitarian work, teaching, research and peacemaking, and for work in related fields such as business or missions. The department is committed to providing students with the political knowledge and skills that will enable them to assume responsibility from the local level to the global community. Through the study of political theory and law, the analysis of a variety of political systems, internships and off-campus study, and rigorous research projects, faculty members challenge students to develop both the tools and the vision for understanding, nurturing, and transforming the society in which they live. All of our courses are informed by a commitment to justice and reconciliation as articulated by the great political thinkers throughout history and especially as defined by the principles of the Christian faith.

The learning outcomes of this major prepare the student in the following ways:

1. With regard to knowledge, political science students will:
  - gain competency in the primary sub-fields of political science: American, comparative, international relations, and theory/philosophy;
  - develop an understanding of citizenship in the local, national, and global community;
  - understand the role of government and also the way nongovernmental actors (individuals, groups, and institutions) can function in society to promote or undermine the common good.
2. With regard to skills, political science students will become proficient in quantitative and qualitative research and analysis, written communication (policy papers, legal positions, literature reviews, and research papers), and oral communication (the ability to speak and listen, skills essential for public discourse). Above all, students will learn to exercise their skills as responsible citizens and as leaders in government, the private sector, education, and the community of faith.
3. With regard to faith and values, political science students will learn civil and global responsibility, principled pluralism, and respect for the common good rather than self-interest. In addition, students will be able to articulate the philosophical or religious foundations of their political commitments and they will be able to express those commitments in ways that are appropriate in a multicultural and multi-faith society and world.

## Requirements for a Cross-Cultural Studies Major, Political Science Emphasis, B.A.

(51)

PO 102	American National Politics .....	3
PO 151	International Relations .....	3
PO 240W	Comparative Politics.....	4
PO 498	Senior Seminar in Political Science.....	3
SO 200	Introduction to Cultural Anthropology .....	3
	or	
SP 398	Intercultural Communication .....	3
Courses of study in culture and language other than the student's own. (Courses should be in sociology, history, political science, literature or the arts, or in the established courses of Whitworth semester-abroad programs. Courses not on the following list may count for the major if approved by the cross-cultural-studies advisor.)		
Fine Arts and Humanities.....		6

AR 262	History of Multicultural Art	
EL 235	Asian American Literature	
EL 251	Modern World Literature	
EL 453	Introduction to Linguistics	
FR 426	Francophone African Culture and Civilization	
FR 427	France and the Caribbean	
FR 431	Post-Colonial Literature	
Area Studies		9
HI 222	The Modern World	
HI 325	History of Latin America	
HI 354	Colonialism and Globalization	
HI 365	Medieval Russia	
HI 377	The French Revolution	
PO/HI 245	Cultural History of China and Japan	
PO/HI 346	Contemporary China and East Asia	
PO/HI 366	Modern Russia and the Soviet Union	
PO/SO 307	Latin American Politics	
PO 340	Contemporary Africa	
PO 341	Contemporary South Africa	
SO 238	Sociology of Middle Eastern Society	
Selected interdisciplinary and special-emphasis courses		6
EC 425	Economic Development	
HI 297	Nonviolent Defense and Conflict Resolution	
PO 353	Political Economy	
TH 370	World Religions	

Students pursuing a cross-cultural studies major must complete at least 10 of their 50 credits through a foreign-study experience.

Foreign Language ..... 14

A four course sequence in second year and third year level language courses. (Where language offerings are limited, students may complete the total credits in a combination of two languages, as approved by an advisor.)

## **Requirements for an International Studies Major, Political Science Emphasis, B.A. (47)**

PO 102	American National Politics	3
PO 151	International Relations	3
PO 240W	Comparative Politics	4
PO 310/310L	Research Methods in Political Science	4
PO 498	Senior Seminar in Political Science	3
EC 211	Principles of Macroeconomics	3
Six semester credits of modern language		6

(at the intermediate level in Chinese or Japanese, or at the advanced (300+) level in German, French or Spanish)

Four courses in regional studies (two course sequence recommended): ..... 12

PO/HI 245	Cultural History of China and Japan
PO/HI 340	Contemporary Africa
PO/HI 341	Contemporary South Africa
PO/HI 346	Contemporary China and East Asia
PO/HI 366	History of Modern Russia and the Soviet Union
HI 325	History of Latin America
HI 348	Medieval Islam
HI 354	Colonialism and Globalization
HI 365	Medieval Russia
HI 377	The French Revolution
SO 238	Sociology of Middle Eastern Society
SO 307	Latin American Politics



Three courses in theory, general historical studies or political issues.....	9
PO/HI 297 Nonviolent Defense and Conflict Resolution	
PO/HI 334 Gender, Politics and Law	
PO/HI 445 Revolution in History	
HI 222 Modern World	
PO 353W Political Economy	
PO 423W Marxism and the Socialist World	
PO 425W The Third World: Political Change	
PO 463 American Foreign Policy	
PY 315 Holocaust and Genocide Studies	

Students pursuing an international studies major must complete at least 3 of their 47 credits through a foreign study experience.

## **Requirements for a Peace Studies Major, B.A. (46)**

### **Foundations for Peace Studies ..... 13**

PO 102 American National Politics	
PO 151 International Relations	
PO 240W Comparative Politics	
PO/HI 297 Nonviolent Defense and Conflict Resolution	

### **Religious Ideals, Social Values and Peace ..... 3**

One of the following:

TH 256/356 Biblical Theme of Shalom	
PH/TH 221 Ethics	

### **National and Global Sources of Conflict, War, Revolution and Peace..... 6**

Two of the following:

EL 430 Holocaust Literature	
HI 231 World at War: 1900-1945	
HI 325 History of Latin America	
PO 307 Latin American Politics	
PO/HI 209 History of the Vietnam War	
PO/HI 340 Contemporary Africa	
PO/HI 341 Contemporary South Africa	
PO/HI 445 Revolution in History	
PO/HI 463 American Foreign Policy	
PY 315 Holocaust and Genocide Studies	
SO 238 Sociology of Middle Eastern Society	

### **Economics, Environmental and Social Sources of Conflict and Peace ..... 6**

Two of the following:

EC 245/345 Economics of Social Issues	
EC 425 Economic Development	
GL 196 Global Environmental Issues	
PO 275 Poverty and Community Development	
PO 318 Globalization, Ecology and Gender in Central America	
PO 345 Development Strategies in Central America	
PO 353W Political Economy	
PO 375 Political Studies Internship: Civil Society	
PO 425W The Third World: Political Change	
SO 275 Population, Environment and Society	
SO 283 Deviance, Crime and Criminal Justice	
SO 305 Social Stratification: Power, Prestige and Wealth	
SO 365 Cities and Urban Life	
WGS 201 Introduction to Women's Studies	

### **Ideologies, Identities, Political Structures and Peace ..... 6**

Two of the following:

HI 228 Identity, Race and Power in American Life	
PO 223 Law and Society	

PO 240W	Comparative Politics	
PO/HI 334	Gender, Politics and Law	
PO/HI 423W	Marxism and the Socialist World	
PY 252	Psychology of Prejudice	
PY 345	Religion, Conflict and Peace in Northern Ireland (study-abroad program)	
SO 220	Race and Ethnicity	
SP 223	Small-Group Communication	
SP 398	Intercultural Communication	
TH 370	World Religions	

Peacemaking in Practice ..... 3

One of the following:

PO 498	Senior Seminar in Political Science	
SO 425	Making Change: Social Intervention Strategies	

Two additional courses chosen from any listed above ..... 6

Internship required ..... 3

*Note: At least one "W" course is required in the major. Study abroad is strongly recommended.*

## **Requirements for a Political Science Major, B.A. (41)**

PO 102	American National Politics	3
PO 151	International Relations	3
PO 240W	Comparative Politics	4
PO 310	Research Methods in Political Science	4
PO 498	Senior Seminar in Political Science	3
Three courses in American politics:		9
PO 223	Law and Society	
PO 242W	American Political Parties	
PO 244	Modern Congress	
PO 275	Poverty and Community Development	
PO 334	Gender, Politics and Law	
PO 365W	American Constitutional Law	
PO 463	American Foreign Policy	
Two courses in political theory:		6
PO 334	Gender, Politics and Law	
PO 365W	American Constitutional Law	
PO 423W	Marxism and the Socialist World	
PO 433W	Western Political Thought	
PO 434W	American Political Thought	
Two courses in comparative and international politics:		6
PO 327	Contemporary Europe	
PO 340	Contemporary Africa	
PO 341	Contemporary South Africa	
PO 346	Contemporary China and East Asia	
PO 353W	Political Economy	
PO 463	American Foreign Policy	
PO/HI 366	History of Modern Russia and the Soviet Union	
SO 307	Latin American Politics	
PO 445	Revolution in History	

One additional course in political science ..... 3

An internship is strongly recommended. At least one "W" course must be taken in the major.

## Requirements for a Minor in Community Engagement and Transformation (18)

TH 256/356	Biblical Theme of Shalom	3
At least one of the following:		3
PO 275	Poverty and Community Development	
PY 275	Psychology and Poverty	
SO 365	Cities and Urban Life	
Approved engagement electives		12
See department for current electives meeting this criteria		

## Requirements for a Minor in Peace Studies (15)

PO/HI 297	Nonviolent Defense and Conflict Resolution	3
Four approved peace-studies courses		12

## Requirements for a Minor in Political Science (18)

PO 102	American National Politics	3
PO 151	International Relations	3
One course in American politics		3
One course in international politics		3
Two approved upper-division courses		6

## Pre-Law Advising

Pre-law advisor: Julia Stronks

Whitworth's rigorous liberal-arts education is ideal training for law school and the legal profession. Recent graduates have been accepted into law schools at Yale, Stanford, Duke, University of Michigan, Cornell and University of Washington, and Whitworth alumni are working at some of the most successful law firms in Washington and around the United States. Pre-law students are welcome to select any liberal-arts major, but they may find the most relevant law-school preparation in programs offered through the departments of history, political science, literature, philosophy, economics, sociology, psychology, mathematics and science. Regardless of students' majors, Whitworth prepares its graduates to succeed in law school by equipping them with a broad knowledge base and strong analytic, critical-thinking and communication skills. In addition, the pre-law advisor actively assists students in developing an appropriate course plan and making other arrangements for taking the Law School Admissions Test (LSAT) and applying for law school. While Whitworth does not have a designated pre-law curriculum, the following courses are recommended:

PO 102	American National Politics
PO 223	Law and Society
PO 365W	Constitutional Law
PH 201	Logic
PH 221	Ethics
JMC 402	Mass-Media Law
BU 240	Business Law

## Political Science Courses

<b>PO 102</b>	<b>American National Politics</b>	<b>3</b>
Overview of founding principles, political culture, decision-making processes and institutions of American government.		

<b>PO 140</b>	<b>African Life and Culture</b>	<b>3</b>
Examination of representative African peoples, countries, lifestyles, and beliefs. Topics covered will include media coverage of Africa, traditional and modernizing influences on African lives today, Africans as global citizens, health, gender, religion and rites of passage. Jan Term.		

**PO 151 International Relations 3**

Character and major problems of international life in today's world. Foreign policy behavior of major states, traditional and recent security issues, causes of war and conflicts, impact of independence.

**PO 205 U.S. Foreign Policy in Film 3**

An analysis of the history, processes and institutions involved in making U.S. foreign policy. The global response to U.S. foreign policy is also prominently featured. Case studies drawn from film where international relations and foreign policy are emphasized. Every third Jan Term.

**PO 209 History of the Vietnam War 3**

The causes of America's involvement in the war in Vietnam, the military strategies employed, the political decision making, and the effects of the war on American society will be examined. Particular attention will be paid to the lessons of the war. Periodic offering. Cross-listed as PO 309, HI 209, HI 309.

**PO 223 Law and Society 3**

The role of law in society. Participants in the legal system (lawyers, judges, police, juries), study of the structure of the judicial system, trial procedures. Periodic offering.

**PO 240W Comparative Politics 4**

Different governmental styles and political life of selected European, Asian and Latin American governments. Comparisons of government structures, functions and outcomes. The course will examine democratic, authoritarian, patron-client and revolutionary systems.

**PO 242W American Political Parties 3**

The role and functioning of parties in American politics and government. Interest groups, political-action committees, campaigning and voting behavior are also examined. Students work in local campaigns.

**PO 244 Modern Congress 3**

Evolution of Congress and its relationship to modern society, the bureaucracy, and the executive. Special focus on the process of (and participants in) policy-making.

**PO 245 Cultural History of China and Japan 3**

Illustrates how cultural heritage can explain the current behavior and character of the Chinese and Japanese. Religions, philosophies, arts, politics, and social organization as basic elements of Asian culture. Also listed as HI 245. Periodic offering.

**PO 275 Poverty and Community Development 3**

Examines the changing tasks of cities and states in managing our societal future and the effectiveness of structures and policies. Highlights the politics of welfare and affirmative action.

**PO 293 Great Decisions 1**

Participation in series of lectures and discussions on crucial foreign-policy issues. Written responses to presentations. Spring semester.

**PO 297 Nonviolent Defense and Conflict Resolution 3**

Major themes in the history and politics of nonviolence. Just War theory, nuclear pacifism, alternatives to military force, interpersonal-conflict resolution. Ideas of Jesus, Tolstoy, Gandhi, Niebuhr, M. L. King, Jr., Gene Sharp. Also listed as HI 297.

**PO 307 Latin American Politics 3**

Explores the wide range of problems facing Latin American societies based on their past underdevelopment. Takes a thematic approach, focusing on subjects as diverse as the military, peasants, Indians, U.S. foreign policy, multinational corporations, urbanization and education. Builds an understanding of Latin America using the resources of sociology. Prerequisite: SO 120. Fall semester.

**PO 309 History of Vietnam War** **3**

Also listed as PO 209, HI 209, HI 309.

**PO 310 Research Methods in Political Science** **3**

An introduction to the methods of research used by political scientists. Attention is given to survey research, polling, public opinion and data analysis. The course is highly recommended for students interested in graduate studies in social science, political science, policy studies, or foreign affairs. Concurrent enrollment in PO 310L required. Pre-requisites: PO 102 and PO 240.

**PO 310L Research Methods Lab** **1**

Lab component for PO 310.

**PO 312 South Africa Program Preparation** **1****PO 318 Globalization, Ecology and Gender In Central America** **4**

Examination of the inter-connected aspects of globalization, gender and ecology in Central America, in the light of the conceptions of biblical and social justice. Prerequisite: SO 307. Every third spring semester in Central America.

**PO 327 Contemporary Europe** **3**

Forces, individuals, events that have shaped 21st-century Europe. Special emphasis on the interaction between Europe and the non-Western world. Also listed as HI 327. Periodic offering.

**PO 334 Gender, Politics and Law** **3**

Issues related to gender in American political history. Theoretical foundation of the women's movement; current political conflict related to gender in workplace, family, and society. Also listed as HI 334.

**PO 340 Contemporary Africa** **3**

Recent colonial and independence history of principal African countries. Traditional setting, cultural change, modern philosophies of political and economic development. Also listed as HI 340.

**PO 341 Contemporary South Africa** **3**

Analysis of the history, politics and religion of this strife-torn region of the African continent. Emphasis on the stress and conflicts between Africans, the British and Afrikaners in the early years and on recent attempts to dismantle the apartheid system. Also listed as HI 341.

**PO 345 Development Strategies In Central America** **4**

A service-learning and field-development experience with agencies such as the Center for Christian Development, World Vision, Habitat for Humanity and others in Central America. Prerequisite: PO 307. Every third spring semester in Central America.

**PO 346 Contemporary China and East Asia** **3**

Interpretation of recent events in China, Japan, Taiwan, and Korea. Chinese revolution of 1911, warlord era in China, Japanese militarism, communist revolution on the mainland, Japanese invasion of China, American occupation of Japan, normalization in China, Japan's economic ascendancy. Also listed as HI 346. Periodic offering.

**PO 353W Political Economy** **3**

Progress of people in organizing beyond national borders; prospects for a world community based on world law. Advanced study in international relations. Periodic offering.

**PO 365W American Constitutional Law** **3**

Examination of key Supreme Court decisions involving separation of powers, national regulation of the economy, church and state, civil rights and civil liberties. Prerequisite: PO 102.



**PO 366 Modern Russia and the Soviet Union****3**

Challenges to tsarist authority after 1815, rise of revolutionary agitation, adaptation of Marxism to Russian life and culture, history and politics of the Soviet system, transformation of the arts to serve the state, dissident voices, U.S./U.S.S.R. relations. Also listed as HI 366. Periodic offering.

**PO 371 Introduction to Public Administration****3**

An introduction to key elements in public administration. Organization theory, management of human resources, budgeting theories and evaluation of employees will be key topics. Periodic offering.

**PO 375 Political Science Internship: Civil Society****3**

Democracies survive only when people take responsibility for them through civic engagement. This field study/seminar assigns students to an internship with one of the institutions of civil society and provides an arena for students to discuss the application of political theory to political reality. Prerequisite: PO 102. Spring semester.

**PO 423W Marxism and the Socialist World****3**

Focus on Marx's critique of capitalism. Later interpretations and applications of Marx's theories in a variety of revolutions, from those of the Soviet Union, China, Yugoslavia and Cuba to current upheavals in the socialist world. Also listed as HI 423W.

**PO 425W The Third World: Political Change****3**

Political challenges faced by poor countries located primarily in the Southern Hemisphere. Focus on political, social, and economic policies chosen by or imposed on nations in the Global South. Using current theories from political science, economics, anthropology, religion, and conflict studies, the course will consider problems faced by countries in Latin America, Africa, Asia, the Middle East, and former Soviet-bloc nations.

**PO 433W Western Political Thought****3**

Liberalism and pluralism – competing voices in Western political thought – are examined and critiqued.

**PO 434W American Political Thought****3**

Principal ideas influencing American political institutions and policies. Rights theories, the influence of faith and the development of our law are considered.

**PO 445 Revolution in History****3**

Theory and history of revolution in Western civilization. The Great Rebellion in England and revolutions in America, France, Russia and China. Contemporary revolutionary movements in Latin America, Africa and Asia. Periodic offering. Also listed as HI 445.

**PO 463 American Foreign Policy****3**

Major themes, debates, patterns and precedents of American foreign policy, emphasizing 20th-century diplomatic issues. Also listed as HI 463.

**PO 498 Senior Seminar in Political Science****3**

Major research project, focus on preparing for career or graduate school. Discussion and readings on the topic of faith and politics. Fall semester.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34.

# Psychology

FACULTY: Noelle Wiersma (chair), Patricia Bruininks, Adrian Teo, James Waller, Noel Wescombe

www.whitworth.edu/psychology  
psychology@whitworth.edu

## Psychology

The Whitworth Psychology Department offers a solid foundation in the investigation and understanding of human behavior, emotions, and mental processes. Students will use their knowledge as they design their own research project, learn to evaluate and make sense of scientific and other popular claims, and join discussions about the integration of psychology and the Christian faith. They will gain experience in a practicum placement of their choice and have the opportunity to travel to destinations that bring their classroom learning to life. They will grow in competence and enjoy camaraderie with both faculty and students. A psychology degree from Whitworth builds skills for success in a broad range of professional and personal endeavors.

The learning outcomes of this major prepare the student to do the following:

- Demonstrate intellectual breadth in social, developmental, personality, and biological psychology.
- Understand the methods and assumptions of psychology and pursue at least one topic or specialty in depth through selection of elective courses and individual research topics.
- Use the tools of analytical and critical thinking to collect, synthesize, and apply knowledge in research, practice, and in life.
- Be informed consumers of research with the ability to evaluate texts and popular claims critically, thinking as psychological scientists and practitioners about thoughts, feelings and behaviors.
- Listen deliberately, speak persuasively and compassionately, and engage responsively in artistic and creative expression.
- Interact professionally and informally in diverse settings with a variety of individuals.
- Begin a lifelong process of personal growth in a community of students, staff, and faculty that fosters self-understanding, a healthy life, enduring friendships, service-learning, and respect for others.
- Read and understand books and journals of the discipline and communicate understanding of texts and persons in the language of the discipline, both verbally and in writing.
- Use technology effectively, accurately, and efficiently to collect and/or evaluate data and to enhance professional communication.
- Give serious consideration to the integration of faith and learning, and articulate an awareness of the ways in which faith both informs and challenges our learning.
- Understand and appreciate the richness of cultural, racial, ethnic, gender and religious diversity.
- Articulate the ethical principles of the discipline and of their worldviews, and use these principles to understand conflict and to guide personal responses to people and ideas.

## Requirements for a Psychology Major, B.A. (45)

Introductory course:

PY 101      Introductory Psychology ..... 3

Content courses:

PY 210      Developmental Psychology ..... 3

PY 227      Theories of Personality ..... 3

PY 236      Biological Psychology ..... 3

PY 241      Social Psychology ..... 3

History, Philosophy, and Methodology Courses	
PY 302	History and Philosophy of Psychological Science ..... 3
PY 351	Research Methods and Statistics I ..... 3
PY 352	Research Methods and Statistics II ..... 3
Senior Capstone Courses	
PY 401W	Senior Thesis ..... 3
PY 402W	Senior Practicum ..... 3
Two upper-division psychology courses from the following: ..... 6	
PY 325W	Cognitive Processes
PY 350	Psychology and Christian Faith
PY 358	Psychopathology
PY 359	Theories of Counseling
Three other psychology courses (other than Directed Studies) ..... 9	

## **Requirements for a Psychology Minor (15)**

PY 101	Introductory Psychology ..... 3
Four additional lower-division psychology courses ..... 12	

## **Psychology Courses**

### **PY 101 Introductory Psychology 3**

Use of scientific method in examining human behavior. How to deal objectively with questions about behavior. Topics include biological development, perception, states of consciousness, learning and memory, motivation and emotion, disorder and therapy, social, diversity behavior. Fall and spring semesters.

### **PY 196 Topics in Psychology 1-3**

Selected lower-division topics in psychology. Periodic offering.

### **PY 200 Psychopathology and Film 3**

Introduction to social issues of psychopathology using film. Exploration of various symptoms, disorders, interpersonal dynamics, influences, treatments and legal and ethical issues. Prerequisite: PY 101. Jan Term, periodic offering.

### **PY 210 Developmental Psychology 3**

The biological, psychological and cultural influences on human behavioral development from conception through death. Prerequisite: PY 101. Fall or spring semester.

### **PY 223 Psychology of Women 3**

Introduction to theory and research about the psychology of women. Topics covered include the concepts of masculinity and femininity, theoretical perspectives on sex and gender, sex-role development in childhood and adolescence, gender differences and similarities, sexuality, reproduction, therapy, personal growth, gender and the media, and issues in the workplace. Periodic offering. Also listed as WGS 223.

### **PY 227/PY 227W Theories of Personality 3**

Study and comparison of major theories of personality current in the field of psychology. Integration of theories with research and case material. Prerequisite: PY 101. Fall or spring semesters.

### **PY 230 Cross-Cultural Psychology 3**

An attempt to understand human thoughts, feelings and actions by studying each of these across cultures. Jan Term, periodic offering.

### **PY 232 Faith, Marriage and Parenting 3**

Examination of the practice of marriage and a variety of parenting practices, from a Christian worldview perspective. Consideration of the factors that make for successful marriages and parenting. Development of personal views on marriage and parenting in light of worldview. Jan Term, periodic offering.

- PY 236 Biological Psychology** **3**  
An examination of the biological underpinnings of human thought, feeling and action. Considers neuronal and hormonal communication, along with behavioral genetics and evolutionary psychology. Prerequisite: PY 101. Fall or spring semester.
- PY 241 Social Psychology** **3**  
An attempt to understand how an individual's thoughts, feelings, and behaviors are influenced by the actual, imagined, or implied presence of others. Trends, findings and limitations of current research. Prerequisite: PY 101. Fall or spring semesters.
- PY 252 Psychology of Prejudice** **3**  
A psychological analysis of critical social issues facing 21st-century America. Topics include the psychology of prejudice, poverty, unemployment, homelessness, divorce, violence, abortion, euthanasia, the death penalty, and the promotion of peace. The course emphasizes the role of individuals and the community in social justice. Prerequisite: PY 101. Fall semester.
- PY 302 History and Philosophy of Psychological Science** **3**  
An attempt to understand how historical figures, classical theories of human nature, and events familiar to and distant from other scientific disciplines have molded the development of psychology. Prerequisite: PY 101. Spring semester.
- PY 315 Holocaust and Genocide Studies** **3**  
A social-psychological analysis of anti-Semitism, social Darwinism, eugenics and the resulting Holocaust (1939-1945) that staggered the world. Empirical findings and theoretical principles from contemporary social psychology will be used to examine other modern examples of genocide. Prerequisite: social-science requirement. Spring semester.
- PY 325W Cognitive Processes** **3**  
Examination of emotion, thought and memory. Considers the connection between cognition and the function of the brain. Prerequisite: PY 101. Spring semester.
- PY 343 Prejudice Across America Program** **3**  
Exposes students to the history of the four major non-white racial/ethnic groups and diverse religious worldviews. These histories, communicated via museum exhibitions and special lecturers, detail the contributions, sufferings and cultures of these groups. These specific analyses are complemented by an examination of the general psychological dynamics of stereotyping, prejudice and discrimination. Prerequisites: selection by instructor; sophomore standing. Jan Term, odd years.
- PY 345 Religion, Peace and Conflict In Northern Ireland** **3**  
Explores the historical, political, and religious roots of "The Troubles" in Northern Ireland as well as examines the prospects for peace in this region. Applying psychological analyses of intergroup relations, this program explores the ways in which this divided society copes with the attendant political, economic and social problems of religion, peace and conflict. Prerequisite: PY 252, selection by instructor; sophomore standing. Jan Term, even years.
- PY 350 Psychology and Christian Faith** **3**  
Exploration of the integration of psychological research and Christian faith. Examines potential tensions and resolutions in integrating psychological and Christian approaches to understanding development, maturity, conversion and counseling. Prerequisite: three courses in psychology, including PY 101. Fall or spring semesters.
- PY 351 Research Methods and Statistics I** **3**  
Introduction to the process of research and the basic practice of statistics. PY 351 focuses on data collection and data analysis. Prerequisite: PY 101. Fall semester.

**PY 352 Research Methods and Statistics II 3**

Introduction to the process of research and the basic practice of statistics. PY 352 continues the introduction with a focus on probability, inference and reporting results. Prerequisites: PY 101 and PY 351. Spring semester.

**PY 358 Psychopathology 3**

Study of behaviors categorized as mental illness or mental disorder. Introduction to the DSM-IV and treatment. Examines pertinent issues in genetic and neurochemical factors, family interactions, and other social relationships. Prerequisites: PY 101 and PY 227. Fall semester.

**PY 359 Theories of Counseling 3**

Introduction to the field of counseling, including major theoretical orientations: psychoanalytic, behavioral, humanistic/existential. Prerequisites: PY 101 and PY 227 (PY 358 recommended). Spring semester.

**PY 370 Sports Psychology 3**

Exploration of the many facets of sports psychology from both a theoretical and a practical standpoint. Topics include characteristics of successful athletes, motivation, regulating anxiety and stress, aggression, team cohesion, leadership styles, and coaching youth sports. Recommended that PY 101 be taken previously. Jan Term, periodic offering. Also listed as KIN 370.

**PY 394 Research Assistantship (summer only) 1-3****PY 396 Topics in Psychology 1-3**

Selected upper-division topics in psychology. Periodic offering.

**PY 401W Senior Thesis 3**

Final learning/evaluation situation for psychology major. Design and carry out independent research project. Seminar format. Prerequisites: PY 101, PY 351 and PY 352. Fall semester.

**PY 402W Senior Practicum 3**

Placement in community agency or organization. Applications of psychological concepts and analysis of individual experiences in a seminar format. Prerequisite: junior or senior psychology major. Spring semester, or Jan Term by special arrangement.

**PY 475 Research Colloquium 3**

Working directly with a faculty mentor, the student will be responsible for research that includes the following: (a) review of literature (narrative or meta-analytic) related to the research topic; (b) data collection (human subjects or research articles); (c) writing mini-research reports or briefings on assigned topics; and (d) peer review of writing done by other participants in the research colloquium or by the faculty mentor. Prerequisite: selection by instructor. Fall and spring semesters.

**PY 499 Honors Senior Research 1**

Students will refine their original senior-research project for publication in a professional journal or for presentation at a regional or national professional conference. Prerequisites: PY 401W and approval of a faculty sponsor. Spring semester.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# Sociology

FACULTY: Raja S. Tanas (chair), Robert A. Clark, Jennifer Holsinger

www.whitworth.edu/sociology

sociology@whitworth.edu

## Sociology

The Whitworth Sociology Department's mission is to prepare students with the skills to describe, explain, interpret and make a difference in social life. The department equips students to promote well-being in the arenas of social life around them and encourages students to explore the relationships between sociology and faith. To these ends, students are expected to master the substantive content of sociology and its methods of research and data analysis, develop an ideal vision of social life as informed by sociology and their deepest convictions, and be prepared to advance that vision through a career and social engagement. The faculty is committed to providing excellence in teaching, scholarship and mentoring, and to modeling community engagement through research, writing, consultation and service. In addition, the faculty helps foster a stimulating and supportive learning community and offers perspectives on social life and social issues from a variety of value frameworks and Christian traditions.

The learning outcomes of this major prepare the student to do the following:

- Demonstrate an understanding and appreciation of humans as social and cultural beings and the implications of that for responsible participation in social life.
- Demonstrate a mastery of the content of sociology in terms of the following:
  - understanding the theoretical and conceptual core of sociology and one of the three specialized tracks within the major;
  - understanding the breadth of human social experience across cultures, race, class, gender and social contexts;
  - understanding the nature of social problems and being able to propose effective ways to treat harmed persons and make preventive structural changes in light of a vision of social well-being;
  - having a critical appreciation of sociology, its promise and limitations, and its connections with broader conversations about the human story.
- Demonstrate skills in the following:
  - conducting and assessing social research, computing, and data analysis;
  - accessing and using reliable sources of sociological data and analysis;
  - evaluating the adequacy of ideas, assumptions, and data about social life that they encounter within and outside of sociology;
  - oral, written, and presentational communication.
- Be able to understand, respect, communicate and work with people different from themselves.
- Work to clarify their faith commitments, values and deepest convictions, and relate them in meaningful ways to sociology, to social issues, and to the way they conduct their lives.
- Be prepared for engagement with the world by doing the following:
  - identifying a career of service and social action that expresses who they are and that makes a difference in the world;
  - being able to act as responsible participants in social life, attentive to the social life around them and prepared to promote social well-being among their neighbors here and across the globe.

## Requirements for a Major in Sociology, B.A. (42)

All tracks require the following core courses:.....		15
SO 120	Introduction to Sociology .....	3
SO 320W	The Sociological Tradition: Theories in Context .....	3
SO 337	Social Research.....	3

SO 338	Statistical Analysis in Sociology .....	3
SO 478	Contemporary Sociology: Perspectives and Practice.....	3

### **Track I: Social and Cultural Analysis (42)**

Required core courses.....	15
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Six credits in analysis of social institutions and communities: .....	6
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SO 220	Race and Ethnicity
SO 243	Marriage, Sex and Gender
SO 271	Introduction to Social Welfare
SO 311	Families and Society
SO 365	Cities and Urban Life
SO 430	Sports and Society

Six credits in analysis of social processes: .....	6
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SO 275	Population, Environment and Society
SO 283	Deviance, Crime, and Criminal Justice
SO 305	Social Stratification: Power, Prestige and Wealth
SO 370	Delinquency and Juvenile Justice
SO 425	Making Change: Social Intervention Strategies

Six credits in cross-cultural analysis: .....	6
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Participation in a cross-cultural learning program is strongly recommended, including such choices as:

Central America Study Program (12 credits)

SO 324	Peoples and Cultures of the Holy Land: Past and Present
PO 341	Contemporary South Africa Study Program
PY 345	Religion, Peace and Conflict Study Program in Northern Ireland

Other department-approved experiences in cross-cultural learning

SO 200	Introduction to Cultural Anthropology
SO 238	Sociology of Middle Eastern Society
SO 307	Latin American Politics

Nine approved sociology credits .....	9
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### **Track II: Social Service and Community Action (42)**

Required core courses.....	15
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SO 271	Introduction to Social Welfare .....	3
SO 368	The Helping Process in Social Services .....	3
SO 425	Making Change: Social-Intervention Strategies .....	3
SO 475	Sociology Practicum .....	3

Twelve credits from the following:.....	12
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SO 220	Race and Ethnicity
SO 243	Marriage, Sex and Gender
SO 283	Deviance, Crime and Criminal Justice
SO 305	Social Stratification: Power, Prestige and Wealth
SO 311	Families and Society
SO 365	Cities and Urban Life
SO 370	Delinquency and Juvenile Justice

Three approved sociology credits.....	3
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### **Track III: Criminal Justice (42)**

Required core courses.....	15
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SO 220	Race and Ethnicity .....	3
PO 223	Law and Society.....	3
SO 283	Deviance, Crime and Criminal Justice .....	3
SO 370	Delinquency and Juvenile Justice.....	3
SO 475	Sociology Practicum .....	3

Nine credits from the following: .....	9
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SO 271	Introduction to Social Welfare
SO 305	Social Stratification: Power, Prestige and Wealth

SO 311	Families and Society
SO 365	Cities and Urban Life
SO 368	The Helping Process in Social Services
SO 425	Making Change: Social Intervention Strategies

Three approved sociology credits..... 3

Note: One writing-intensive course is required.

## **Requirements for a Minor in Sociology (15)**

SO 120 Introduction to Sociology ..... 3

Four additional courses in sociology chosen in consultation with a sociology advisor ...12

## **Sociology Courses**

### **SO 120 Introduction to Sociology 3**

Examination of the concepts, methods and findings sociologists use to understand social life in the U.S. and in other cultures. Analysis of social groups and processes from families and cities to crime, social change, and inequalities of gender, race and class. Exploration of social problems and how to make a difference. Fall and spring semesters.

### **SO 196 Topics in Sociology 3**

Selected lower-division topics in sociology. Periodic offering.

### **SO 200 Introduction to Cultural Anthropology 3**

This course has two basic objectives: to develop a framework for understanding other cultures and to learn skills to communicate that understanding. Through a systematic investigation of the nature of culture and a comparative study of cultures and peoples known to humankind at the present time, it is expected that we can better understand ourselves and the social world around us. Fall semester.

### **SO 220 Race and Ethnicity 3**

Examines racial and ethnic relations around the world, with emphasis on the U.S. Students explore race as a social construct and its intersections with class, gender and immigrant status. Emphasis on racism within social institutions along with analysis of beliefs and privilege at the individual level. Prerequisite: SO 120.

### **SO 238 Sociology of Middle Eastern Society 3**

An overview of geography, history, demographic characteristics, social stratification, political behavior, socio-religious institutions, revolutionary change, problems of diversity, complementarity and integration in the peoples and cultures of the Middle East, including the Palestinian-Israeli conflict; the gulf crisis and its aftermath; the Middle East and international inequality; and prospects for peace and the future. Spring semester and Summer Term.

### **SO 243 Marriage, Sex and Gender 3**

Examination of marriage and intimate relationships in the U.S. today. Sociological research and value perspectives are used to understand such issues as mate selection, cohabitation, careers and marriage, power, communication and conflict, diverse marriage styles, divorce and remarriage. Major emphasis on the nature and dynamics of sexuality and gender in intimate relationships. Faith perspectives on marriage, sex and gender are explored. Spring semester.

### **SO 271 Introduction to Social Welfare 3**

Examine the theory and practice of social welfare in social and historical context. Develop an understanding of the variety of at-risk populations served by public and private agencies and look at the ways in which we attempt to provide for their welfare. Thoughtfully consider social welfare in light of Christian faith. Prerequisite: SO 120. Fall semester.

**SO 275 Population, Environment and Society 3**

Exploration of the ways in which population and environmental characteristics influence and are influenced by social and cultural life. Students gain skill in analyzing population structure and dynamics using demographic data sources. Population and environmental problems and alternatives for change will be examined in light of sociological and faith perspectives. Prerequisite: SO 120.

**SO 283 Deviance, Crime and Criminal Justice 3**

Analysis of crime and deviance and the efforts to control them. Focus is on the nature, causes and consequences of crime and deviance, from such things as drug and alcohol abuse to interpersonal violence and corporate crime. Assessment of the criminal-justice system, including police, courts and corrections, and examination of alternative approaches. Faith perspectives on deviance, crime and criminal justice are explored. Field observations required. Prerequisite: SO 120. Spring semester.

**SO 305 Social Stratification: Power, Prestige and Wealth 3**

Analysis of cultural and social-structural processes that bring about social inequality and stratification. Examination of life chances and lifestyles of the privileged and underprivileged, and exploration of the relationship between public policy and the situation of the rich and the poor. Prerequisite: SO 120. Fall semester.

**SO 307 Latin American Politics 3**

Explores the wide range of problems facing Latin American societies based on their past underdevelopment. Takes a thematic approach, focusing on subjects as diverse as the military, peasants, Indians, U.S. foreign policy, multinational corporations, urbanization and education. Builds an understanding of Latin America using the resources of sociology. Prerequisite: SO 120. Fall semester.

**SO 310 Interpretations of Modern Society 3**

Interpretations of modern American society and culture are examined in this seminar, with particular focus on issues of individualism and community. What is the good society? How does our society compare to that ideal? This is an effort to understand and evaluate modernity and to develop personal visions of the good society as a basis for responsible action. Prerequisite: SO 120. Periodic Jan Term offering.

**SO 311 Families and Society 3**

Family, kinship and marriage in societal context. Human families in their many forms are examined cross-culturally and historically; with primary emphasis upon the changing shape and character of American families today. Explores impact of class, race and values on family life. Special focus is on parent-child relations and the problems of children in American families. Prerequisite: SO 120. Fall semester.

**SO 318 Globalization, Ecology and Gender In Central America 4**

Examination of the interconnected aspects of globalization, gender and ecology in Central America, in the light of the conceptions of biblical and social justice. Prerequisite: SO 307. Every third spring semester in Central America.

**SO 320W The Sociological Tradition: Theories in Context 3**

An examination of the emergence of sociology and sociological thought, focusing on the men and women who developed sociology and how their questions and perspectives were shaped by philosophical and social contexts. The course will assess the sociological tradition, explore how it helps us understand contemporary society, and relate it to faith perspectives. Prerequisite: SO 120. Fall semester.

**SO 323 Peoples and Cultures of the Holy Land Preparation Preparation 1**

Preparatory readings. Prerequisite: SO 120. Fall semester.



**SO 324 Peoples and Cultures of the Holy Land: Past and Present 3**

This study-abroad program explores the significance of the Holy Land for Jews, Christians, and Muslims throughout the ages. Special emphasis is on 20th-century Palestinian-Israeli strife and current peace efforts. Students will experience Jewish, Arab Christian and Arab Muslim cultures in their natural settings. Prerequisite: SO 120. Jan Term.

**SO 337 Social Research 3**

Designing, conducting and interpreting research is an essential skill required of many modern occupations. In this class in organized curiosity, students receive experience in social research by participating in the design and implementation of a class research project. Students will gain valuable skills in problem-formulation, research design, measurement, questionnaire-construction, interviewing, and data-collection and -analysis as they encounter these issues in our class research project. Prerequisites: SO 120 and two other sociology courses. Fall semester.

**SO 338 Statistical Analysis in Sociology 3**

Learn how to use the computer to do statistical analysis. Become familiar with some basic statistical procedures, and develop skills ranging from simple tasks of data entry, data-management, data-transformation, defining data files and file-editing to more complex tasks of univariate, bivariate and multivariate statistical-data analysis. Hands-on experience using SPSS software. Prerequisite: SO 120. Spring semester.

**SO 345 Development Strategies In Central America 4**

A service-learning and field-development experience with agencies such as the Center for Christian Development, World Vision, Habitat for Humanity and others in Central America. Prerequisite: PO 307. Every third spring semester in Central America.

**SO 346 Exploring Central America: Methodology and Comparative Sociology 4**

Sociological methods and concepts will be used in a comparative study of Central American and U.S. society and culture. Ethnography will be a beginning place for developing cross-cultural understanding. The field setting will make it possible for tentative explanations of behavior to be tested and modified (and, perhaps, discarded) on a daily basis. Openness to a wide variety of points of view and to contradictory data will require the development of critical-thinking skills. Every third spring semester in Central America. Prerequisite: SO 307.

**SO 362 Development and Institutional Structures of Central America 3**

Work experience with agencies such as Habitat for Humanity and exposure to a wide variety of underdeveloped communities will provide a basis for examining Central American development. We will explore the impact of institutions such as religion, politics, economic institutions, education, the arts, and leisure as well as public and private agencies and foreign aid. Examine the impact of development on the individual, the family, the community, the municipality, the nation and the region. Prerequisite: SO 307. Every third spring semester in Central America.

**SO 365 Cities and Urban Life 3**

Explore different approaches to understanding urban life. Includes theories and patterns of urban development, ways in which race, class and immigration interact to shape urban experience, the processes of suburbanization, gentrification, community attachment and urban planning. Read empirical studies of the city and conduct research on local neighborhoods. Prerequisite: SO 120.

**SO 368 The Helping Process in Social Services 3**

Learn to use core concepts, values, and skills for helping people in social-service settings. Become familiar with interviewing, assessing and behaving professionally in these settings. A Christian view of the helping process will be integrated with the skills and knowledge base. Prerequisites: SO 120 and SO 271. Spring semester.



**SO 370 Delinquency and Juvenile Justice 3**

The class will review prominent theories on delinquency causation and will use these theories to understand case examples of people who exhibit delinquent behavior. A first-hand introduction to the components, agencies, programs and trends in the juvenile-justice system will move from theory to more pragmatic concerns. Prerequisite: SO 120.

**SO 396 Topics in Sociology 1-3**

Selected upper-division topics in sociology. Periodic offering.

**SO 425 Making Change: Social-Intervention Strategies 3**

Learn to use a "sociological imagination" to explore the relationship between personal troubles and public issues while examining a variety of social problems. Examine steps, strategies, approaches and skills used to foster change while developing an understanding of neighborhoods, communities and organizations. Experience change first-hand and apply course material by participating in a service-learning project outside the classroom. Prerequisite: SO 120

**SO 430 Sports and Society 3**

Interrelationships of sports with other aspects of culture. Role of sports in American society. Prerequisite: SO 120. Also listed as KIN 430. Spring semester.

**SO 475 Sociology Practicum 3**

Through placement in a social agency, students apply their sociological understandings and develop new questions and insights to enrich their sociology. Interns meet in a cluster-group seminar to learn together and process their experiences. Prerequisites: SO 120 and junior or senior sociology-major status. Spring semester.

**SO 478 Contemporary Sociology: Perspectives and Practice 3**

A capstone course for senior sociology majors. Examines contemporary sociological perspectives, from neo-Marxist to postmodern. Diverse forms of sociological practice are explored, with emphasis upon the ways in which sociologists connect their personal commitments with sociological practice. Students clarify how they will "live their sociology." Prerequisite: SO 320W. Spring semester.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.

# Theatre

FACULTY: Rick Hornor (chair), Brooke Kiener, Diana Trotter

www.whitworth.edu/theatre  
theatre@whitworth.edu

Whitworth Theatre is dedicated to cultivating artistic integrity in its students and its program as we explore the many aspects of theatre in an environment that challenges our students to integrate their faith with their art within and beyond the Whitworth University community.

Students in the theatre program address two primary questions:

What does it mean to be a Christian in theatre? (Or, what does it mean to be a theatre artist?)

What is Christian theatre? (Or, what is the function of theatre?)

## Departmental Goals and Objectives

By the end of the sophomore year, the student will be able to do the following:

- analyze a dramatic script from the perspective of the actor;
- employ a variety of rehearsal techniques;
- prepare an audition;
- create both individual and group performances from a variety of texts;
- articulate basic theoretical and ethical performance issues;
- construct basic stock units for a set;
- employ proper vocal techniques for performance (performance track);
- employ proper movement techniques for performance (performance track).

By graduation, the student will be able to do the following:

- define "Christian theatre" and explain what it means to be a Christian in theatre (or, if the student is not a Christian, s/he is asked to define "theatre" and what it means to be in theatre given her/his worldview);
- execute the four fundamentals of play directing: play analysis, communication with actors, design and production, interpretation and style;
- identify important practices, playwrights, and plays in the history of theatre and articulate the relationship between theatre and the culture within which it exists;
- construct a theoretical argument using historical information;
- create and present a project demonstrating expertise in a chosen area: performance, directing, theatre in education or community engagement, design or research;
- develop and demonstrate a standard audition packet (performance track) or portfolio (technical theatre track) as defined by URTA (performance track).

## Requirements for a Theatre Major, B.A.

(38-40)

All tracks require the following core courses:..... 25

TA 145,245,345,445 Theatre Production..... 2

TA 231 Performance Theory and Practice..... 3

TA 270 Stage Makeup & Costume Construction..... 2

TA 273 Acting I..... 3

TA 275 Technical Theatre I (or TA 375, Tech Theatre II) ..... 3

TA 361 Fundamentals of Directing..... 3

TA 476W History of Theatre I ..... 3

TA 477W History of Theatre II ..... 3

TA 494 Senior Project..... 3

**Track I: General**

Required core courses.....	25
Two courses from the following .....	4 - 6
TA 100      Introduction to Theatre	
TA 215      Acting for the Camera	
TA 276      Improvisational Acting	
TA 277      Mime	
TA 279      Voice for the Performer	
TA 282      Movement for the Performer	
TA 375      Technical Theatre II	
EL 247      Shakespeare	
Nine additional credits in theatre.....	9

**Track II: Community-Based Theatre**

Required core courses.....	25
TH 256      Biblical Theme of Shalom .....	3
TA 348      Performance and Social Change .....	3
AR/TA 115/315 Community Arts in Practice .....	3
AR/TA 435   Arts Administration .....	3
Three additional advisor-approved credits in community-based theatre .....	3
possibilities include but are not limited to:	
TA 315      Community Arts in Practice	
TA 255/355 Story Theatre	
TA 196      Topics: Children's Theatre	
TA 301      Domain of the Arts	
TA 365      Theatre and Christianity	
TA 145,245,345,445 Theatre Production: <i>Cootie Shots</i>	
TA 196/396 Topics in Theatre	
TA 481/482 Projects in Theatre	

**Track III: Performance**

Required core courses.....	25
TA 276      Improvisational Acting .....	3
TA 279      Voice for the Performer.....	2
TA 282      Movement for the Performer .....	2
TA 473      Acting II.....	3
Six additional credits in theatre .....	6

**Track IV: Technical Theatre**

Required core courses.....	25
TA 375      Technical Theatre II (or TA 275 Tech Theatre I) .....	3
Nine additional credits in drawing or design.....	9
One of the following courses in art history .....	3
AR 260,360W History of Ancient Art	
AR 261,361W History of Renaissance/Baroque Art	
AR 262      History of Multicultural Art	
AR 263,363W History of Modern/Contemporary Art	
AR 264,364W History of Medieval Art	

**Requirements for a Theatre Minor****(20-21)**

(meets current endorsement requirements)

All endorsements subject to change; see School of Education for updated requirements.

TA 100      Introduction to Theatre .....	3
TA 231      Performance Theory and Practice.....	3
TA 270      Stage Makeup and Costume Construction .....	2
TA 273      Acting I.....	3
TA 344      Theatre Across the Curriculum .....	1

Required for teaching endorsement only:

TA 361 Fundamentals of Directing ..... 3

One of the following:..... 3

TA 255/355 Story Theatre

TA 276 Improvisational Acting

TA 277 Mime

TA 279 Voice for the Performer

TA 282 Movement for the Performer

TA 348 Performance and Social Change

One of the following:..... 3

TA 275 Technical Theatre I

TA 375 Technical Theatre II

## **Requirements for a Theatre Dance Minor (20)**

TA 181 Jazz Dance I ..... 2

TA 231 Performance Theory and Practice ..... 3

TA 273 Acting I ..... 3

TA 281 Jazz Dance II ..... 2

TA 282 Movement for the Performer ..... 2

TA 283 Musical Theatre Dance ..... 2

TA 381 Dance History/Choreography ..... 3

Three of the following: ..... 3

PE 143,243 Ballet

PE 152 Swing and Lindy Hop

PE 153 American Ballroom Dance

PE 154 International Ballroom Dance

TA 184 Introduction to Sacred Movement

## **Fine Arts Courses**

**FA 300 British Culture through Theatre and Music** ..... 3

Experience various aspects of English theatre and British culture through three weeks in London. Students are required to visit museums, art galleries, cathedrals, universities and other places of historical and cultural significance, as well as to attend multiple chosen theatre and music events. Priority will be given to junior/senior students. Graded S/NS. Jan Term, even years.

## **Theatre Courses**

**TA 100 Introduction to Theatre** ..... 3

An introduction to theatre history, literature, criticism, and the practicalities of creating theatre, with particular emphasis upon its cultural and social influences on society.

**TA 115 Community Arts in Practice** ..... 3

See TA 315

**TA 130, 230, 330, 430 Private Lessons** ..... 1-2

Individual instruction arranged with members of the theatre faculty. All theatre majors must enroll for private lessons concurrently with TA 494, Senior Project. Arrangements by non-majors must be made with the department before they register for private lessons. Fee. Fall and spring semesters.

**TA 145, 245, 345, 445 Theatre Production** ..... 1-2

Instruction and performance on stage or backstage in a major theatre production. Repeatable for credit to a maximum of six semester credits. Registration for credit in Theatre Production is contingent upon a successful audition or permission granted for backstage work. Graded S/NS. Fall and spring semesters.

- TA 181 Jazz Dance I** 2  
A beginning course in jazz to empower students to see their strengths in expressing themselves through dance. Emphasis not only on technique, vocabulary, stretching and strengthening, but on stringing movements together through choreography. No experience necessary. Fall semester
- TA 184 Introduction to Sacred Movement** 1-3  
Cross-listed as TH 184 and as PE 184.
- TA 196 Topics in Theatre** 1-3  
Selected lower-division topics in theatre. Periodic offering.
- TA 215 Acting for the Camera** 1  
Gain a basic understanding of how to translate stage-acting experience into skills that can be used in front of the camera. Distinctions between commercial, television and film acting are included. Marketing materials, daily exercises, on-set terminology and protocol, and reading a screenplay are included. Periodic offering.
- TA 216 Modern Drama** 3  
A survey of plays, genres and theatrical styles of the 20th century. Jan Term, periodic offering.
- TA 217 Masque- and Mask-Making** 3  
An overview of the design concepts and production concepts of mask-making. Experimentation with a variety of artistic media. Jan Term, periodic offering.
- TA 230 See TA 130**
- TA 231 Performance Theory and Practice** 3  
Students create solo and group performances in nontraditional styles. Emphasis on both practical skill-building and theoretical understanding of performance. Limited enrollment. Should not be taken concurrently with TA 273. Fall and spring semesters.
- TA 245 See TA 145**
- TA 255 Story Theatre** 3  
Combines the art forms of interpretation and pantomime in the performance of stories that have been adapted for stage presentation. An improvisational approach is encouraged. Jan Term and May Term, periodic offering.
- TA 270 Stage Makeup and Costume Construction** 2  
An introduction to the art of stage makeup and basic sewing and costume construction. Lab experience includes brief explanations and demonstrations followed by student applications. Exercises applicable for both men and women. Enrollment is limited. Spring semester.
- TA 273 Acting I** 3  
Learn to live truthfully under the imaginary circumstances of a play. The objective is for the student to become an intelligent actor, able to analyze and critique a script, develop a character, and respond to a director's coaching. Enrollment is limited. Not to be taken concurrently with TA 231. Fall and spring semesters.
- TA 275 Technical Theatre I** 3  
Instruction and laboratory experience in set design and construction. Students will be involved with concurrent theatre productions, learn the importance of facility and production safety procedures and proper stage-management practices. Fall semester.
- TA 276 Improvisational Acting** 3  
Learn exercises and techniques leading to self-discovery in the releasing of creative potential. Experience problem-solving games and activities and perform before various audiences. Fee. Fall semester.



- TA 277 Mime** **3**  
Study mime techniques that include creating an image, moving illusions, characterization, scriptwriting and performance. Periodic offering.
- TA 279 Voice for the Performer** **2**  
Training in the effective use of the speaking voice for public performance. Limited to theatre majors; others by permission. Spring semester.
- TA 281 Jazz Dance II** **2**  
An intermediate course in jazz. Focuses on technique, vocabulary, stretching, strengthening and choreography. The course culminates in a public performance. Prerequisite: TA 181. Spring semester.
- TA 282 Movement for the Performer** **2**  
Examination of the theories and practices of Bartenieff, Alexander and Laban. Yoga, Pilates, stage-combat and neutral-mask work are also explored through some lecture but mainly through practical application in exercises for stretching, strengthening and freeing. Fee. Fall semester.
- TA 283 Musical-Theatre Dance** **2**  
Examination of the unique history of musical theatre. Students study the techniques and choreographic styles required for performance in musicals. The culminating project is a public performance. Spring semester, odd years.
- TA 301 Domain of the Arts** **3**  
Exploration of drama, poetry, dance, music, art and film in various locations. The arts in relation to society, values, faith. Jan Term.
- TA 315 Community Arts in Practice** **3**  
An in-depth study of how the arts are practiced within a community setting. The disciplines of art, theater, and music will be explored, and students will study a variety of models of how each is used in the context of community development. An emphasis will be placed on the practical knowledge needed to execute a public art project. No prerequisites; however, some background in art is recommended. Fall semesters. Also listed as AR 315.
- TA 321 Gender, Performance and Pop Culture** **3**  
Exploration both of gender as performance and gender in performance. Engagement with a range of theories in the areas of gender and representation, including ways in which ideas about gender are portrayed, reinforced or challenged through a variety of plays, films and other performance materials. Also listed as WGS 321.
- TA 330 See TA 130**
- TA 344 Theatre Across the Curriculum** **1**  
Theatre techniques can be applied across the curriculum in any elementary classroom. Students will study creative drama, story theatre, reader's theatre and improvisation. Students will learn the techniques and perform them, as well as apply them to their own teaching situations. Priority to elementary-education majors. Fall and spring semesters.
- TA 345 See TA 145**
- TA 348 Performance and Social Change** **3**  
The survey and application of theatre for community engagement, personal development, and social action. Students will explore a variety of techniques for creating theatre that addresses personal and social issues. TA 231 is recommended but not required. Periodic offering.

**TA 355 Story Theatre 3**

Combines the art forms of interpretation and pantomime in the performance of stories that have been adapted for stage presentation, employing the technique developed by Paul Sills. An improvisational approach is encouraged. Jan Term, periodic offering.

**TA 361 Fundamentals of Directing 3**

The technical aspects of directing include play selection, casting, blocking, emphasis on characters, picturization, composition, rhythm. The student will study, then apply, these techniques by staging a short production for a public audience. Prerequisites: TA 231 and TA 273. Fall semester, even years.

**TA 375 Technical Theatre II 3**

Instruction and laboratory experiences in stage lighting and theatre sound. Students will be involved with concurrent theatre productions and learn the importance of facility and production safety procedures and proper stage-management practices. Spring semester.

**TA 379 Advanced Voice for the Performer 2**

Advanced training in diction and vocal production, with emphasis on text work. Prerequisite: TA 279. Spring semester.

**TA 381 Dance History and Choreography 3**

Examination of the origins and characteristics of major dance genres. Additionally, students will study the art of dance composition. The culminating project is a public performance of student-choreographed compositions. Spring semester, even years.

**TA 396 Topics in Theatre 1-3**

Selected upper-division topics in theatre. Periodic offering.

**TA 430 See TA 130****TA 435 Arts Administration 3**

An in-depth study of the administration of community art projects. Topics covered will include grant-writing, business plans, safety/liability, marketing, and public relations. An emphasis will be placed on laying the groundwork for successful community art projects within the disciplines of fine arts, music and theater. No prerequisites; however, some background in art is recommended. Spring semesters. Also listed as AR 435.

**TA 445 See TA 145****TA 473 Acting II 3**

Advanced training in acting styles including Greek tragedy, Shakespeare, realism, comedy, farce, and absurdism. Priority will be given to junior and senior performance-track theatre majors. Signature required. Prerequisites: TA 231 and TA 273. Spring semester, odd years.

**TA 476W History of Theatre I 3**

The history of theatre's relationship to society through the literature, design, acting and production styles of ancient Greece to neoclassical France. Fall semester, odd years.

**TA 477W History of Theatre II 3**

The history of theatre's relationship to society through the literature, design, acting, and production styles from Restoration England to the present day. Spring semester, even years.

**TA 481, 482 Projects in Theatre****1-2**

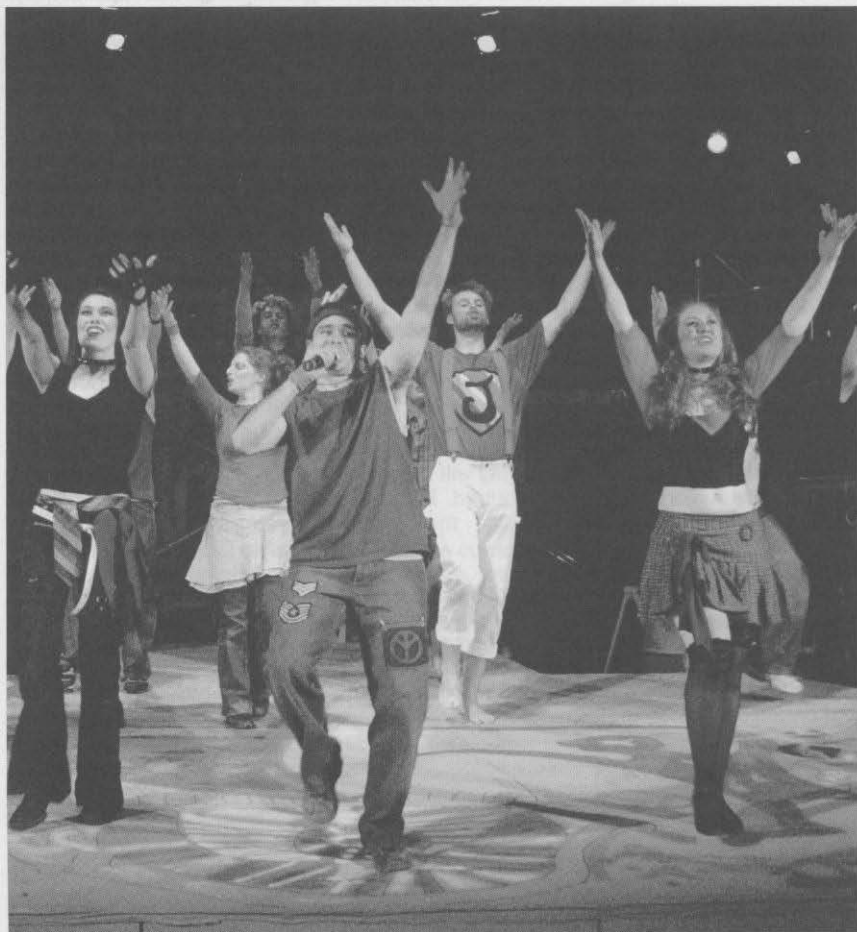
Projects in performance or research in some aspect of theatre that is not available in regularly scheduled courses but has particular significance in the participating student's program. The project is proposed by the student and refined in consultation with the professor. Feasibility and appropriateness must be approved by the department faculty. Prerequisites: completion of a minimum of four theatre courses, two of which must be upper division. Fall and spring semesters.

**TA 494 Senior Project****3**

The senior project is the capstone experience for the theatre major and allows the student to demonstrate expertise and artistry by completing one of the following: performance (solo or group, original or interpretive), project (directing, playwriting, arts administration, internship, etc.), or research paper. All majors must apply by submitting a proposal in their chosen area during the spring semester of their junior year. Proposals are subject to faculty approval. Prerequisites: faculty approval, senior status and concurrent registration for TA 430 (private lessons). Fall and spring semesters.

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# Theology & Philosophy

FACULTY: Keith Beebe (chair), Forrest Baird, James Edwards, Karin Heller, Kent McDonald, Terence McGonigal, Roger Mohrlang, Adam Neder, Rebekah Rice, Andrea Saccoccio, Gerald Sittser, Scott Starbuck, Keith Wyma

[www.whitworth.edu/theology&philosophy](http://www.whitworth.edu/theology&philosophy)  
[philosophy@whitworth.edu](mailto:philosophy@whitworth.edu); [theology@whitworth.edu](mailto:theology@whitworth.edu)

The theology program in the Whitworth Department of Theology & Philosophy is primarily a Christian-studies program, strong in the classical disciplines of biblical studies, church history, and Christian theology (with emphasis on the Reformed and evangelical traditions). Its mission is to provide students with an academically challenging, spiritually robust foundation in Christian studies that would prepare them well for a life of serving Christ in the world.

The learning outcomes of this major include the following:

## Guiding Values

Spiritual Values: Spiritually, the theology program seeks to deepen students' love for God, devotion to Jesus Christ, and experience of the Holy Spirit. More specifically, the program seeks to nurture in students the following things:

- a love of the Bible (interpreted Christo-centrally, with focus on the gospel and biblical theology);
- a love of the historic faith (with emphasis on its Reformed and evangelical expressions);
- a love of the church (understood as God's people, the Body of Christ universal, with specific commitment to a local congregation);
- a love of spiritual discipline (i.e. the practice of reading Scripture, as well as meditation, prayer and worship);
- a love of Christ's work in the world (embracing witness, ministry, Christian service, and the worldwide mission);
- a sense of life-direction and personal Christian vocation.

Academic Values: While nurturing this love of things Christian, the program also seeks to foster academic excellence throughout the curriculum. More specifically, the program seeks to develop in students the following:

- a spirit of open inquiry;
- an appreciation of careful, honest scholarship;
- the ability to think critically and well, and to understand and argue a point of view;
- the courage to come to independent conclusions and to live by one's deepest convictions;
- research skills;
- well-honed skills in reading, writing, and speaking.

The philosophy program of the Whitworth Theology & Philosophy Department introduces students to the content and methodology of the discipline of philosophy. While emphasizing the history of philosophy and current philosophical issues, the department's courses help develop logical-reasoning and critical-thinking skills. The program focuses on both the critical and the constructive aspects of philosophy while encouraging Christian character development and career preparation. The learning outcomes of this major include the following:

## Content mastery, including knowledge of the following:

- The history of philosophy, including key authors and texts
- Key issues, key questions, & major alternatives
- Central issues relative to intersection of philosophy with other disciplines, e.g. philosophy of religion, philosophy of mind

**Critical thinking, including the ability to do the following:**

Develop analytical skills:

- ability to listen and analyze various modes of discourse;
- ability to read texts carefully.

Develop argumentation skills:

- Identify and follow arguments (including the ability to discern fallacies, detect assumptions, identify presuppositions and implications of ideas).
- Construct arguments both orally and in writing – including the ability to assert, explain, and justify a position.

**Constructive Synthesis**

- Understand worldviews.
- Articulate competing worldviews (with particular exposure to a Christian worldview)
- Recognize worldviews in dispute.
- Develop a personal worldview.
- Develop ability to connect ideas, pulling ideas from various sources to enhance and synthesize
- Integrate philosophy into one's personal life

**Christian Character Development**

- Cultivate moral virtues and aid in character development through teaching, modeling, and mentoring.
- Expose students to the Christian faith as a viable option for thinking persons.

**Career Preparation**

- Prepare some students for law school, seminary, philosophy graduate programs and other liberal-arts graduate programs.
- For all students: Translate acquired skills into marketable professional competencies.

**Requirements for a Theology Major, B.A. (40)**

TH 221	Ethics .....	3
TH 241	New Testament .....	3
TH 313W	History of Christianity I: Early and Medieval Christianity.....	3
One of the following:.....		3
TH 314W	History of Christianity II: World Christian Movement	
TH 315	History of Christianity II: Christian Renewal Movements	
PH 320	Philosophy of Religion .....	3
TH 331	Old Testament .....	3
TH 361	Christian Theology.....	3
TH 362	Christian Anthropology: Man and Woman in the Image of God .....	3
TH 370	World Religions .....	3
TH 499	Senior Seminar .....	1
Twelve additional theology credits (except TH 311) .....		12

**Requirements for a Minor in Theology (18)**

Eighteen theology credits, with exception of TH 311 (consult an advisor)..... 18

**Requirements for a Minor in Biblical Languages (18)**

TH 311	New Testament Greek I.....	4
TH 312	New Testament Greek II.....	4
TH 318	Greek Reading and Exegesis I .....	2
TH 319	Greek Reading and Exegesis II .....	2
TH 341	Biblical Hebrew I .....	3
TH 342	Biblical Hebrew II .....	3
TH 343	Hebrew Reading and Exegesis I.....	2



TH 344	Hebrew Reading and Exegesis II.....	2
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Note: Four credits of Latin may be substituted with department permission.

Note: Take three of the reading courses.

## Requirements for Certification for Ministry (22)

This program is designed to prepare students for entry-level ministry positions in churches and other Christian organizations. Students must apply to enter the program in the spring. Successful completion of the program will result in certification, not in a major or minor in theology. The program consists of five regular courses, a special course (Theology of Ministry), an internship, a mentoring relationship, and the experience of community with other students in the program.

TH 335	Theology of Ministry .....	3
TH 337	Administration in Ministry .....	3
TH 339	Evangelism and Discipleship.....	3
TH 435	Internship in Ministry .....	2,2

One of the following:..... 3

TH 336 Gospel Proclamation

TH 338 Small-Group Ministry

Six credits from the following, in an area of interest and calling, and compatible with the internship ..... 6

TH 316 Introduction to the Global Christian Movement

TH 317 Cross-Cultural Ministry

TH 332 Children's Ministry

TH 334 Youth Ministry

TH 330 The Ministry of the Church to the Poor

TH 375 Soul Care through Life Stages

TH 306 History and Theology of Worship

TH 396 Campus Ministry

TA 348 Performance and Social Change

TA 365 Theatre and Christian Community

Other approved courses

Note: Students will be required to take additional theology courses, preferably New Testament, Christian Theology, and Religion in America in Public Life, in order to complete the certification program.

## Requirements for a Philosophy Major, B.A. (41)

Philosophical Foundations

PH 110 Introduction to Philosophy..... 3

PH 201 Logic..... 3

CO 250 Western Civilization II ..... 4

History of Philosophy

PH 305 History of Ancient Philosophy..... 3

PH 306W History of Modern Philosophy..... 3

PH 307 History of Contemporary Philosophy ..... 3

Philosophical Topics

PH 221 Ethics ..... 3

PH 320 Philosophy of Religion ..... 3

PH 340 Epistemology ..... 3

PH 341 Metaphysics ..... 3

PH 425 Philosophy of Mind..... 3

Six additional approved philosophy credits ..... 6

PH 498 Senior Capstone ..... 1

## Requirements for a Philosophy Minor (16)

Twelve approved semester credits, six of which must be upper division..... 12

CO 250 Western Civilization II ..... 4

## Theology Courses

### TH 130 Introduction to the Bible

3

An overview of the entire Bible, with emphasis on literary, historical and theological themes and the diversity and unity within the Bible. Fall and spring semester.

### TH 140 Great Themes of the Bible

3

An examination of central biblical themes (creation, covenant, sin, forgiveness, salvation, etc.), through which students will develop an understanding of the message of the Bible as a whole. Attention will be given to the connections between these themes and students' ordinary lives. Fall and spring semesters.

### TH 154 Introduction to the Christian Faith

3

This course focuses on the major beliefs and practices of the Christian faith, following the argument that the whole is greater than the sum of its parts. Fall and spring semester.

### TH 155 Being Presbyterian

2

This course is designed to give students an overview of the basic tenets of the Presbyterian Church and its practices based in its creeds, *Book of Worship*, and approach to current issues.

### TH 170 Leadership Development in Ministry

1

On-campus meetings and practical experience as part of the Young Life leadership-development program. Fall and spring semesters.

### TH 184 Introduction to Sacred Movement

1

An exploration of worship through movement and dance. An overview of sacred dance expressions, including visits to churches that incorporate dance in their services and exploration of other movement-ministry opportunities. Students will perform in chapel and choreograph a movement sequence for worship.

### TH 185 Ministry, Movement and the Arts

1

The experience of Scripture and worship with body, mind and spirit. An exploration of scriptural themes and contemporary social concerns through the medium of movement and combined art forms. For men and women who desire to deepen their Christian faith through the expression of various art forms.

### TH 196 Topics in Theology

1-3

Selected lower-division topics in theology. Periodic offering.

### TH 203 Historical Geography of the Bible

3

A study of the historical geography of Israel and early Christianity by means of supervised reading and on-site visitation in Israel and Jordan. The program will include discussions with Jews and Palestinians on the situation in Israel today. Periodic Jan Terms.

### TH 205 The Reformation

3

A study of the 16th-century Reformation as represented primarily by Martin Luther & Ulrich Zwingli. Includes visits to pertinent sites in Germany & Switzerland. Periodic Jan Terms.

### TH 210 Ten Commandments as Moral Law

3

See PH 210. Even year Jan Term offering.

### TH 216 New Religious Movements

3

A survey of contemporary religious movements and cults. Each will be examined on its own terms, in an attempt to present a fair and non-polemical summary of its history and contemporary expression. A study of Christian history will provide context for understanding non-Christian and quasi-Christian thought. Comparison to classical Christian teaching will be encouraged throughout.

- TH 221 Ethics 3**  
See PH 221. Fall and spring semesters.
- TH 230 Messiah 3**  
An introduction to the grand sweep of the biblical understanding of the Messiah. The course begins with the revelation of the nature of God in the Old Testament, shows its fulfillment in the revelation of God in Jesus Christ, and considers the significance of the Messiah for today.
- TH 241 New Testament 3**  
The content and theology of the New Testament in light of its literary, historical and religious background, with a view to gaining a good working knowledge of the New Testament. Special focus on Jesus Christ, the gospel and the Christian life. Fall and spring semesters, Jan Term.
- TH 242 Life and Teachings of Jesus 3**  
The pivotal events and major teachings of Jesus as recorded in the Gospels, and their relevance to today. Fall and spring semesters.
- TH 243 Jesus and the Kingdom of God 3**  
A study of the kingdom of God as promised in the Old Testament, fulfilled in the life and ministry of Jesus, and consummated upon his return. Spiritual, social, and ethical implications of Jesus' message. Fall semester.
- TH 248 Gospel of Mark 3**  
A thorough examination of the Gospel of Mark, with a view to understanding its literary structure, its portrayal of Jesus, its view of discipleship, and its relevance for today. Fall semester.
- TH 250 Gospel of John 3**  
A detailed study of John's Gospel, chapter by chapter, in order to understand Jesus and life with him from John's spiritual perspective. Fall and spring semesters.
- TH 256/356 Biblical Theme of Shalom 3**  
A thematic study of peace in the Bible, as portrayed through the Hebrew word shalom and the Greek word eirene. This course will emphasize the ministry of Jesus as the epitome of God's revelation of peace and its implications for Christian community. Offered every year.
- TH 260 Romans 3**  
A comprehensive introduction to Paul's most complete exposition of the Christian faith, the Epistle to the Romans, with a view to understanding the epistle's historical setting, structure, chief themes, and lasting impact. Fall and spring semesters.
- TH 279 Theology and Film 3**  
Students will learn to appreciate, discuss and evaluate films theologically. Generously and critically interacting with challenging and excellent films, students will discern and discuss the assumptions and arguments about the world and human life embedded in them. Topics treated include Jesus Christ, forgiveness, sin, evil, ministry, friendship and love.
- TH 305 Christianity and the Arts in Italy 3**  
This course will lead students to the following Italian cities: Milan, Venice, Florence, Siena, Assisi and Rome. The goals of this program are to study and analyze historical and religious developments of Christianity in Italy with an additional emphasis on Christian fine arts. Students will face important political, religious and artistic issues that have shaped Italian Christianity and culture in the past and present.

- TH 306 History and Theology of Worship** 3  
History and theology of the practice of corporate worship and the role of music in worship from the Old Testament to the present. Particular emphasis will be placed on the evolving role of congregational song in worship.
- TH 310 New Testament Greek I** 4  
The basic vocabulary and grammar required for reading the Greek New Testament. An intensive course. Fall semester, odd years.
- TH 311 New Testament Greek II** 4  
Translation of the Epistles of John and selected passages from the Gospel of John in Greek. An intensive course. Prerequisite: TH 310. Spring semester, even years.
- TH 312 South Africa Program Preparation** 1
- TH 313W History of Christianity I: Early and Medieval Christianity** 3  
The history, thought, and practices of the Christian church from its beginning to the dawn of the Reformation. Fall semester.
- TH 314W History of Christianity II: World Christian Movement** 3  
The history, thought, and practices of the Christian church from the beginning of the Reformation to the present, with special emphasis on the growth and development of the world Christian movement. Spring semester.
- TH 315 History of Christianity II: Christian Renewal Movements** 3  
A study of major church-renewal movements from the Reformation to the present, including Pietism, Puritanism, Wesleyanism, Revivalism, the Holiness Movement, Pentecostalism, and Evangelicalism. Spring semester.
- TH 316 Introduction to the Global Christian Movement** 3  
An introduction to the history of the worldwide Christian movement, the lives of well-known missionaries (both Western and non-Western), the worldwide growth of non-Western missions, recent trends in mission strategies and practice, problems of cultural adaptation, and the difficulties missionaries face in many countries today. Students will explore personal options for cross-cultural ministry.
- TH 317 Cross-Cultural Ministry** 3  
An introduction to theoretical and practical dimensions of effective cross-cultural communication and ministry. Those planning to work in another culture on a short- or long-term basis will acquire a "tool kit" designed to help them enter, adjust to, and thrive in another cultural setting. Spring semester.
- TH 318,319 Greek Reading** 3,3  
Development of proficiency in grammar and vocabulary by reading original Greek texts, particularly in the New Testament, and in the principles and methods of biblical exegesis. Prerequisite: TH 312.
- TH 323 Religion and Public Life in America** 3  
The major themes, movements, problems, people and institutions in American Christian history, with emphasis on the public practice of the Christian faith. Fall semester.
- TH 330 The Ministry of the Church to the Poor** 3  
This course explores the interaction between the church and the poor in the U.S. Using a variety of assignments, students will explore current biases and stereotypes of both groups. The course will focus on creating community, practicing hospitality, and welcoming strangers. The outcome is that students will develop their own vision of ministry to and with the poor.



- TH 331 Old Testament** 3  
The content and theology of the Old Testament in light of its literary, historical and religious background, with a view to gaining a good working knowledge of the Old Testament. Fall and spring semesters.
- TH 332 Children's Ministry** 3  
A survey of the history, theories, and practice of ministry to children, ages birth to 12 years. Course designed for upper-level students who plan to work with children professionally. May include attendance at conference(s) with required registration fee. By permission only. Spring semester.
- TH 334 Youth Ministry** 3  
An introduction to the theology of youth ministry; different approaches and models for reaching teens; understanding adolescents in their various cultures; the structures and institutions that affect youth; development and management of youth programs; basic principles and skills necessary for reaching youth both within and outside the church. By permission only. Spring semester.
- TH 335 Theology of Ministry** 1-2  
An exploration of ministry that is biblically informed and culturally relevant. Capstone course for the certification program. By permission only. Two-semester sequence: fall and spring semester.
- TH 336 Gospel Proclamation** 3  
The study and practice of communication in ministry, including preparation and delivery of messages, audience analysis and small-group leadership. By permission only. Fall semester.
- TH 337 Administration in Ministry** 3  
An investigation of how to manage the details of ministry: assessing needs, setting goals, planning activities, managing budgets and implementing programs. By permission only. Spring semester.
- TH 338 Small-Group Ministry** 3  
A study of the primary communication skills involved in effective planning and implementation of small-group ministry. Group leadership skills, membership roles, theology of small-group ministry, and leading small-group Bible study. Cross-listed as SP 338. By permission only. Spring semester.
- TH 339 Evangelism and Discipleship** 3  
A study of the biblical view of evangelism and discipleship: their historical development, different models and approaches, culturally relevant models for today, and how to work out one's witness and growth in the marketplace, the church and the world. Fall semester.
- TH 341 Biblical Hebrew I** 3  
An introduction to Biblical Hebrew, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Fall semester.
- TH 342 Biblical Hebrew II** 3  
An introduction to Biblical Hebrew, including vocabulary, grammar, and syntax, for the purpose of reading narrative texts from the Hebrew Bible. Spring semester.
- TH 355 Christian Classics** 3  
An introduction to four classics that have exerted formative influence on the Christian intellectual and spiritual tradition: Augustine's *Confessions*, Dante's *Divine Comedy*, Milton's *Paradise Lost*, and Bunyan's *Pilgrim's Progress*. Spring semester.
- TH 357 Old Testament Prophets** 3  
A study of the personalities and messages of the prophets of the Old Testament in light of their historical settings, and their relevance for today. Spring semester.



- TH 358 Psalms 3**  
An exploration of the theology of the psalms, including psalms found in Old and New Testament narratives. Special attention is given to the importance of the psalms for authentic spirituality. Fall semester.
- TH 361 Christian Theology 3**  
An examination of all the major topics of Christian theology. Attention will be given to the core content of each doctrine, the coherence of the doctrines with one another, and the practical relevance of these doctrines to the lives of students. Fall and spring semesters.
- TH 362 Christian Anthropology: Man and Woman in the Image of God 3**  
Analysis of biblical and theological foundations of man and woman created in the image of God; how the divine Creator and Redeemer works for the full restoration of male and female, whether in married or single life, from broken existence into the true image of God in Jesus Christ. Fall semester.
- TH 365 Christianity in Britain 3**  
A study of the origins and development of the Christian church in Britain, covering major historical figures and religious movements from the arrival of the earliest Christian missionaries to today, and visiting important historical, church and cultural sites in England and Scotland.
- TH 366 The Church in Central America 3**  
A foundational course for the Central America Study Program. A study of the religious influence on the development of each country and the current state of the church in Central America. Spring semester, every third year.
- TH 370 World Religions 3**  
A study of the origins, major tenets, institutions, and historical development of the primary non-Christian religions of the world, with special emphasis on the religious experience of the founders of the various religions. Fall semester.
- TH 371 Great Christian Thinkers 3**  
An exploration of several indisputably great Christian thinkers (Augustine, Aquinas, Calvin, Barth, and others). Key aspects of their thought will be highlighted and examined, with attention to their biographies and emphasis on their practical relevance to the lives of students. Prerequisite: the biblical-literature requirement. Fall and spring semesters.
- TH 375 Soul Care Through Life Stages 3**  
This course considers the human-developmental stages across the entire lifespan, with special emphasis on the nurture of the spiritual life through their various seasons of life. Students will examine biblical, theological, psychological, and spiritual issues in the life cycle, especially as these issues relate to ministry.
- TH 382 Campus Ministry 2**  
Designed to explore all aspects of campus-based ministry, including developing a philosophy of ministry, designing and implementing a strategy for leadership development, and the principles and skills necessary to cultivate a sustainable approach to leadership in ministry.
- TH 383 Theology and Practice of Prayer 3**  
The theology of prayer from different perspectives: Catholic, Orthodox, Pentecostal, and Evangelical. Emphasis on the practice of prayer through individual meditation and journal-writing exercises, prayer partners, and small-group interaction. Spring semester.
- TH 393 Christian Spirituality 3**  
The history, theology and practice of spirituality, and its implications for life today through worship, work, building friendships and play. Fall semester and every other Jan Term (odd years, at Tall Timber Ranch, in the Cascades).

**TH 396 Topics in Theology****1-3**

Selected upper-division topics in theology. Periodic offering.

**TH 396 European Roots of Christian Spirituality****3**

This course will lead students to the following French and Swiss cities: Paris, Cluny, Paray-le-Monial, Taizé, Lyon, Genève, Fribourg, Bern, and Strasbourg. The goal of this study program is the study and analysis of historical events of the past and the present, encompassing Protestant and Catholic traditions.

**TH396/397 Hebrew Reading****3,3**

Development of proficiency in grammar and vocabulary by reading original texts in the Hebrew Old Testament, and in the principles and methods of exegesis.

**TH 435 Internship in Ministry****2,2**

A supervised experience of ministry in a local church or Christian organization. The internship will require mentoring, service, reflection and study. Two-semester sequence: fall and spring semester.

**TH 449 Paul's Letters****3**

A detailed study of the Pauline Epistles, with primary focus on Paul's theology and ethics; development of exegetical skills and hermeneutical understanding. Prerequisite: TH 241. Spring semester.

**TH 499 Senior Seminar****1**

Writing and discussion intended to give senior students an opportunity to integrate the various strands of their theological education, evaluate their theological and spiritual development, and reflect on their sense of calling for the future. To be taken spring semester of student's senior year.

**Philosophy Courses****PH 110 Introduction to Philosophy****3**

The great issues and ideas of philosophical inquiry. Treatment of subjects such as logic, metaphysics, epistemology, ethics, political philosophy and worldviews. Emphasis on both critical and constructive thinking. Fall and spring semesters.

**PH 196 Topics in Philosophy****1-3**

Selected lower-division topics in philosophy. Periodic offering.

**PH 201 Logic****3**

The formal nature of logical thought and the informal, practical application of critical thinking to the analysis of arguments. Includes sections on arguments and fallacies in ordinary language, syllogistic arguments and symbolic logic. Fall and spring semesters.

**PH 209 The Vices: Virtue and Evil****3**

An examination of several prominent moral vices, particularly the "seven deadly sins," with a view to their apparent attractiveness and inherent self-destructiveness. Jan Term, odd years.

**PH 210 The Ten Commandments as Moral Law****3**

An investigation of how a set of 3,000-year-old rules can still have relevance and application for our lives. Includes grounding the Decalogue in divine-command theory and virtue theory, understanding the rules' original context and intent, and translating the rules to contemporary daily life. PH 110 and Core 150 helpful but not required. Jan Term, even years.

**PH 212 How Free Are We?****3**

At what point, exactly, does another person's influence over you result in your no longer being free with respect to your actions? This course explores the nature of human freedom and responsibility, paying special attention to instances of self-detrimental behavior that the subject claims to perform.

- PH 221 Ethics** **3**  
The nature of moral judgments and values. Examination of the criteria upon which ethical decision-making is based and the nature of the good life. Cross-listed with TH 221. Fall and spring semesters.
- PH 256 Asian Philosophy** **3**  
A study of the major schools of Asian philosophy, with emphasis on Chinese thought. Course includes Spring Break trip to Beijing, China. Spring semester, even years.
- PH 261 C.S. Lewis** **3**  
The thought of C.S. Lewis, as found in his philosophical, theological and imaginative works, and the interconnections between those works. Critical evaluation of Lewis's ideas and application of those ideas to contemporary issues. Fall semester.
- PH 305 History of Ancient Philosophy** **3**  
The development of philosophical ideas from the pre-Socratics through the Hellenistic and Roman periods, using primary-source readings. Special emphasis on Plato's and Aristotle's ideas on the major issues of life. Fall semester, even years.
- PH 306W History of Modern Philosophy** **3**  
The development of philosophical ideas from Descartes through the 18th century, using primary-source readings. Figures studied include Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant. Spring semester, odd years.
- PH 307 History of Contemporary Philosophy** **3**  
The development of philosophical ideas in 19th-, 20th-, and 21st-century Europe and America. Both the continental and Anglo-American traditions will be explored. Prerequisite: PH 306W. Fall semester, odd years.
- PH 320 Philosophy of Religion** **3**  
The place of reason in faith. Issues addressed include classical arguments for and against the existence of God, the relationship of faith and reason, and the nature of religious language, miracles and immortality. Recommended: Core 250. Spring semester.
- PH 340 Epistemology** **3**  
The nature and limits of knowledge. Focus on contemporary issues raised in recent books and journals. Recommended: PH 305, PH 306W, or CO 250. Fall semester, odd years.
- PH 341 Metaphysics** **3**  
The ultimate nature of reality. Focus on issues raised in recent books and journals. Fall semester, even years.
- PH 344 Reasons for Faith** **3**  
An examination of the evidence for the existence of God, the reliability of the Bible and the claims of Jesus Christ, from a philosophical point of view. Periodic Jan Term offering.
- PH 368 Aesthetics** **3**  
The nature of art, including purposes and theories, connections to beauty and truth and practical life, and moral implications of artworks. Suggested preparation: PH 110 or any of AR 260-264. Spring semester, odd years.
- PH 396 Topics in Philosophy** **1-3**  
Selected upper-division topics in philosophy. Periodic offering.

### **PH 425    Philosophy of Mind**

**3**

An exploration of one of the most actively debated and contentious issues in contemporary philosophy: What is the nature of the human mind? Examines current theories and their relationship to the claims of artificial intelligence, neuropsychology and Christian understandings of human nature, as well as the question of determinism versus free will. Fall semester, even years.

### **PH 498    Senior Capstone**

**1**

Writing and discussion intended to give senior students an opportunity to integrate the various strands of their philosophical education and reflect on their future. Fall semester, senior year.

### **Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495). See Page 34 for details.



# Women's & Gender Studies Program

FACULTY: Melissa Sprenkle (director), Pamela Corpron Parker

women'sstudies@whitworth.edu

At Whitworth, we affirm that all people are created in God's image and share a common humanity. At the same time, the Whitworth Women's and Gender Studies Program acknowledges that many factors, such as gender, race, class, sexual orientation, and religious upbringing influence our learning and our lives. These personal characteristics, including gender, may influence how women and men pursue scholarship, how women and men are represented in scholarship, in history and in society, and ultimately, how women and men may come to honor God, follow Christ, and serve humanity.

The learning outcomes of this major prepare the student to do the following:

- Use an interdisciplinary framework to engage with the pluralistic culture.
- Identify and investigate the intersections of gender, race, class and religion with gender experiences.
- Seek an increased understanding of gender issues from various Christian perspectives.
- Explore, develop, articulate and critique feminist views.

## Requirements for a Women's & Gender Studies Minor

(21)

WGS 201	Introduction to Women's Studies.....	3
WGS 300-level	Faith and Gender selections .....	3
WGS 401	Seminar in Women's Studies .....	3
Twelve credits from the following: .....		12
BI 108	Biology of Sex and Gender	
EL/WGS 225	Women Writers	
EL/WGS 302	Gender and Faith in Film and Literature	
EL/WGS 307W	Women in American Fiction	
EL 342	British Women Writers	
EL/WGS 196/396	Female Friendship in Film and Literature	
FR 434	French Women Writers	
HI/PO 334	Gender, Politics and Law	
MU 1/2/3/472 *	Women's Choir	
PY/WGS 223	Psychology of Women	
TH 196/396	Topics in Theology (Women's Studies)	
SO 220	Race and Ethnicity	
TA/WGS 321	Gender, Performance and Popular Culture	
WGS 196/396	Topics in Women's Studies	



# **Women's & Gender Studies Courses**

## **BI 108      Biology of Sex and Gender**

**3**

Investigation of the biological basis of gender variation, sexual identity, reproduction and sexual development. Emphasizes the developmental biology, neurobiology, endocrinology and physiology underlying human male and female form and function. No lab. For non-science majors. Meets natural-science general requirement. Periodic offering. Cross-listed as BI 108.

## **WGS 196    Topics in Women's Studies**

**1-3**

Selected lower-division topics in women's studies cross-listed with theology, theatre, history, business, art, etc. Periodic offering.

## **WGS 201    Introduction to Women's & Gender Studies**

**3**

Emphasis on women's social, political and personal experience. Includes classic and contemporary feminist theory; patterns of male/female relationships; health, gender and medicine; women and poverty; homelessness; gender-role socialization; women in the workforce; sexual harassment; domestic life; spirituality; a service-learning component; and the history and variety of women's protest in America.

## **WGS 223    Psychology of Women**

**3**

Introduction to theory and research about the psychology of women. Topics covered include the concepts of masculinity and femininity, theoretical perspectives on sex and gender, sex-role development in childhood and adolescence, gender differences and similarities, sexuality, reproduction, therapy, personal growth, gender and the media, and issues in the workplace. Periodic offering. Cross-listed as PY 223.

## **WGS 225    Women Writers**

**3**

An overview of women's literary history and an introduction to feminist literary theory. Emphasis on reading, discussion and student response through written and oral assignments. Fall semester. Cross-listed as EL 225.

## **WGS 236    Female Friendship in Film and Literature**

**3**

This course investigates and celebrates friendship in different stages in women's lives. Through a study of literature, film and other medial, students examine friendship from a variety of cultural perspectives, historical eras and theoretical methods. Reflects on biblical models of friendship and engages the perspectives of Christian feminist for analysis. Cross-listed as EL 236.

## **WGS 294    Directed Readings in Women's & Gender Studies**

**1**

## **WGS 302    Gender and Faith in Film and Literature**

**3**

Exploration of how religious beliefs shape our cultural and personal understandings of gender roles and gender identity. Periodic offering. Also listed as EL 302.

## **WGS 307W   Women in American Fiction**

**3**

Portrayals of women in American fiction and popular literature. Female and male authors, primarily 19th century. Prerequisite: EL 205. Spring semester, odd years. Also listed as EL 307W.

## **WGS 321    Gender, Performance, and Popular Culture**

**3**

Exploration both of gender as performance and gender in performance. Engagement with a range of theories in the areas of gender and representation, including how ideas about gender are portrayed, reinforced, or challenged through a variety of plays, films, and other performance materials. Also listed as TA 321.

## **WGS 350    Thailand Study Program**

**3**

Students travel to Bangkok, Chiangmai, and Kohsomui to study contemporary and classical Thai culture. Includes home stays, service-learning, and intercultural experience, with emphasis on globalizing economics, religion, and gender.

**WGS 378 Jane Austen**

**3**

A seminar on Jane Austen's major works. Also listed as EL 378.

**WGS 396 Topics in Women's & Gender Studies**

**3**

Selected upper-division topics in women's studies cross-listed with theology, theatre, history, business, art, etc. Periodic offering.

**WGS 399 Tutoring in Women's & Gender Studies**

**3**

Tutors lead small, voluntary discussion groups affiliated with a women's-studies course. Activities vary depending on the nature of the course assignment. May include, but is not limited to, tutoring on course material, advising on projects and papers, leading discussion groups. May be repeated for credit. Prerequisites: junior standing and permission of the instructor.

**WGS 401 Seminar in Women's & Gender Studies**

**1-3**

Seniors integrate women's-studies methods and theories with their major disciplines. Explores influence of gender in the major institutions of society: family, school, church and the workplace. Considers global gender issues. Students engage in creative projects, research or internships of their choice. Offered every other year, 2009.

**WGS 434 Spanish and Latin American Women Writers**

**3**

Works may include poetry, short stories, plays, and essays. This course will include an introduction to deconstruction and feminist theory and will be taught in Spanish. Prerequisite: SN 301 (SN 302 recommended).

**Directed Studies**

Independent studies (191, 291, 391, 491); readings (386, 486); internships (290, 490); field studies (280, 480); and teaching assistantships (395, 495).



# Adult Degree Programs/ Continuing Studies

Cheryl Florea Vawter (director), Christie Anderson (director, organizational management), Debbie Tully (director, evening teacher certification), Diana Churchill (assistant director and academic advisor), Sandi Bennett (assistant director and academic advisor, evening teacher certification), Kathy Benson (assistant director of administrative operations), Tim Robinson (academic advisor)

www.whitworth.edu/evening  
continuingstudies@whitworth.edu  
509.777.3222

The Whitworth Continuing Studies Office provides higher-education opportunities for adult students in an environment that cultivates student success, critical reflection, and professional development. We uphold Whitworth's mission of an education of mind and heart by treating all students with dignity, providing avenues for spiritual as well as intellectual rigor, and serving each individual with compassion and integrity.

## Whitworth Continuing Studies Admission Requirements

All degree-seeking adults who intend to complete their education through Whitworth in the Evening must meet the following admission requirements. Note: Students planning to enter the organizational-management, liberal-studies "upside-down" degree or evening teacher-certification programs have additional admission requirements listed with the program descriptions in this section of the catalog.

1. Applicants must be 25 years of age or older due to the collaborative and experience-related nature of the adult degree programs. (See individual programs' admission requirements for possible exceptions to this policy.)
2. Applicants must meet with an advisor from continuing studies prior to admittance into any degree program.
3. If applicable, applicants must submit all official transcripts from previously attended colleges and/or universities directly to the continuing studies office.
4. Applicants must demonstrate writing competency necessary for college-level writing (see application materials).

## Applying for Admission

Submit application materials (forms are available online or from the continuing studies office):

- an Application for Admission, including a \$25 application fee;
- two references from persons qualified to assess the student's academic or professional competency;
- an essay submitted with the application (topic provided in application materials);
- an on-site application essay.

## Admission Evaluation and Acceptance

Each application is reviewed before continuing studies grants admission to the university. The following criteria may be considered in the admission decision process: transfer-credit grade-point average, personal interview, availability of appropriate academic program, prior coursework and pattern of coursework, quality of application essays and references. Applicants will receive notification of their admittance status from the continuing studies office.

## Bachelor Degree Requirements

Completion of Whitworth general-education requirements

Completion of 36 semester hours of upper-division courses (numbered 300 or above)

Completion of a writing intensive, "W" course

Completion of an approved major (with a cumulative grade-point average of 2.0 or higher)

Completion of 126 total semester credits, including those transferred from other institutions

A cumulative grade-point average of 2.0 in all Whitworth courses

At least 32 semester hours earned in a degree program at Whitworth

### **Course-Enrollment Limits for Continuing Studies Degree Programs**

Students may choose to enroll in one three-credit regular-semester evening course (fall, spring, and summer) in addition to their accelerated-format schedule. Tuition for each course will be charged at the current applicable tuition rate. Students may not take more than one additional course at Whitworth each regular semester in addition to full enrollment in any accelerated-format fall or spring term, nor enroll in more than one accelerated-format course at one time. Continuing-studies students may not enroll in more than 14 credits each continuing-studies accelerated-format term, including regular-semester course registrations that overlap a portion of any accelerated-format term.

### **Continuing Studies Worldview-Studies General-Education Requirement**

Students admitted to the university through continuing studies are required to take one worldview-studies course, Core 300: Reason and Knowing: Nature and Human Nature, or Core 250: The Rationalist Tradition (offered evenings in summer), to meet the general-education requirement for worldview studies.

The worldview-studies general-education requirement for liberal-studies students admitted through continuing studies and attending 50 percent or more of their classes during the traditional day program are as follows: Students who transfer in 30-59 semester credits must complete two worldview-studies courses; students who transfer in 60 or more credits must complete one worldview-studies course.

### **Change in Program**

Students moving from a continuing-studies program to a traditional day program must complete the day-program requirements for general education (including modern languages) subject to the Core transfer-credit policy. Bachelor of liberal studies students who have completed 90 credits or more in the liberal-studies program may not transfer to a traditional day-program major, unless this transfer is approved by Whitworth Continuing Studies, the academic department, and academic affairs.

## **Bachelor of Arts in Organizational Management**

Christie Anderson (director)

Whitworth's organizational-management degree blends current organizational theory with practice, providing a one-of-a-kind educational experience for adults needing to complete their bachelor's degree while working.

Part of the Whitworth School of Global Commerce & Management, the organizational-management degree is characterized by several unique features when compared to traditional degree programs. First, the program can be done more quickly. Students can complete a 36-semester-credit major much more quickly than the normal 24- to 30-month timespan for a part-time student. Each course meets one evening per week, for six weeks, with two Saturday sessions. Second, the program is offered only to a cohort of students. Simply put, this means that a group of 20 students or fewer will take the courses for the organizational-management major together in sequence. Cohorts begin in August and February, subject to enrollment.



## Organizational-Management Admission Requirements

1. A minimum of 60 semester credits (90 quarter hours) of college work with a grade-point average of 2.0 or above
2. Completion of the application and admission process for evaluation and acceptance into Whitworth Continuing Studies
3. Applicants must be 25 years of age or older; however, consideration may be given to students below age 25 who have three years of post-high-school, documented full-time professional experience in the workplace.
4. Entrance interview with the director of organizational management
5. Current résumé

## Admission Evaluation for Organizational-Management Program

Admission into continuing studies does not guarantee admission into the organizational-management degree program. Final determination of admission into the organizational-management cohort program is made by the director of the program, in consultation with continuing-studies advisors and staff. This decision may be based on prior coursework, recommendations from prior instructors, personal interview, business aptitude, ability to work well in a cohort-based program, and grade-point average. Applicants will receive notification of their admittance status from the Whitworth Continuing Studies Office.

## Portfolio Assessment

Students enrolled in the organizational-management program who have obtained college-level knowledge outside of the traditional college classroom through prior experience may earn college credit through portfolio assessment. Designed for the adult who is self-motivated and highly skilled in analytical process, portfolio development involves knowledge assessment, documentation, third-party verification, and an understanding of college-level learning expectations. Examples of appropriate college-level learning might be work-related training seminars or self-directed study. Up to 32 semester credits may be earned through portfolio assessment. See a continuing-studies advisor for details.

## Organizational-Management Curriculum

Each course is a prerequisite for the course that follows. A passing grade must be achieved in order for a student to continue on to the next course. A failing grade (F) will necessitate withdrawal from the program.

SP 351	Group Dynamics.....	3
BU 352	Human Behavior in Organizations .....	3
BU 354	Human-Resource Development .....	3
BU 457	Employment Law and Regulations .....	3
BU 462	Applied Research .....	3
EC 356	Applied Economic Principles.....	3
BU 355	Concepts in Accounting and Finance for Managers .....	3
BU 459	Management of Innovation and Technology .....	3
BU 460	Cross-Cultural and International Business Communication .....	3
BU 461	Ethics in Management.....	3
BU 458	Application of Management Principles.....	3
BU 353W	Organizational Development and Change .....	3

(For course descriptions, see pages 77-78.)

## Bachelor of Liberal Studies

Whitworth's liberal-studies degree is a bachelor's degree offered to adults as an alternative to traditional degree programs. The liberal-studies degree builds on the strength of a liberal-arts core curriculum, providing the adult student with a balanced and coherent study of the arts, humanities, and natural and social sciences. Whitworth's liberal-studies program allows adult students to select courses that meet their individual goals and lifelong learning needs. Whitworth is dedicated to providing an academically excellent liberal-arts education that will equip each student with the skills necessary to respond creatively to the personal and professional challenges of life.



## Required Courses for Majors in Liberal Studies

Program Management		(36)
BU 315	Funding and Grant-Writing .....	3
BU 330	Fund Accounting and Budget Management .....	3
EC 345	Economics of Social Issues .....	3
SP 351	Group Dynamics.....	3
BU 373	Human-Resources Management.....	3
BU 374	Principles of Management .....	3
BU 396	Applied Marketing and Public Relations.....	3
BU 450W	Social and Ethical Issues in Business.....	3
Twelve approved credits in related areas .....		12

Social Services		(36)
SO 311W	Families and Society .....	3
BU 315	Funding and Grant-Writing .....	3
EC 345	Economics of Social Issues .....	3
SP 351	Group Dynamics.....	3
SO 368	The Helping Process in Social Services .....	3
PO 371	Introduction to Public Administration.....	3
PO 396	American Political Process.....	3
SO 425	Making Change: Social-Intervention Strategies .....	3
Twelve approved credits in related areas .....		12

## Humanities (45)

Students have the opportunity to design their own academic program in consultation with an advisor. A minimum of 45 semester credits is required for the completion of the humanities major.

30 credits must be from the following areas: art, communication studies, English, history, music, philosophy, theology, theatre

15 credits must be from either the above areas or from the social sciences: economics, political science, psychology, sociology

One of the above courses must be a writing-intensive course, designated by a "W" after the course number.

Liberal-studies students may not double-major, nor may they have other academic program minors posted to their transcripts.

## Program for Community College

### A.A.S. Degree Holders

This degree is often referred to as an "upside-down" degree because it reverses the normal order of beginning with general university course requirements and finishing with studies in a specialized field in order to complete a four-year bachelor's degree. This program allows a student to complete an A.A.S. degree at a Washington state community college in a specific field and subsequently come to Whitworth for completion of the general-education requirements as well as the upper-division credits required for a bachelor's degree.

### A.A.S. Degree Credits Accepted by Whitworth

Whitworth will accept credit from selected associate of applied science degrees from regionally accredited Washington state community colleges if the student chooses to apply that credit toward a bachelor's degree in liberal studies (the "upside-down" degree). The student will transfer in with 60-64 semester credits (depending upon the total number of credits earned through the A.A.S. degree), and will be granted junior standing. A list of accepted A.A.S. degrees is available in the Whitworth Continuing Studies Office or on the continuing-studies website.

## Admission Requirements for Bachelor of Liberal Studies “Upside-Down” Degree Programs

In order to be considered for admission to Whitworth under the “upside-down” degree program, a student’s A.A.S. degree must have been obtained within the last 10 years; if this is not the case, a regular course-by-course evaluation will be done on the older transcript. Students having completed their A.A.S. degrees within the last four years must have a minimum grade-point average of 3.25. Applicants not meeting the minimum GPA requirement may be admitted based on other admission criteria as determined by the Continuing Studies Admission Committee. Bachelor of liberal studies applicants must be 25 years old or older. However, special consideration may be given to applicants under the age of 25 who want to enroll in the “upside-down” degree program if they have demonstrated high academic ability in obtaining their A.A.S. degrees and have a grade-point average of at least 3.5.

## Evening Teacher Certification and Bachelor of Arts in Elementary Education

Debbie Tully (director)

The Whitworth Evening Teacher Certification Program, a collaborative effort between the School of Education and Whitworth Continuing Studies, allows adults who work full time to complete a teacher certification program in an accelerated evening and Saturday format. Students can earn a bachelor of arts degree in elementary education with teacher certification while those with a college degree can complete the requirements for certification only. Post-baccalaureate students can enroll in the 500 level of designated courses and apply up to 18 semester credits as electives if they are accepted into a Whitworth Graduate Studies in Education program within four years of ETC program completion.

### Admission Requirements

Students must first complete all continuing-studies admission requirements (see Page 217) to enroll in needed prerequisite or content coursework.

Additional requirements for admission to the School of Education and an evening teacher certification cohort include the following:

- a minimum of 60 semester credits (90 quarter hours) of college work with a 2.5 GPA from accredited colleges or universities or a 3.0 minimum GPA in recent coursework at Whitworth;
- successful completion of EDE 202, Exploring Teaching, and the related field experience, EDE 203;
- passing scores on the three subtests of the Washington Educators Skills Test - Basic (WEST-B);
- a completed School of Education application packet.

### Certification Requirements

Academic requirements for a Washington state teaching certificate include the following:

- the cohort coursework, totaling 51 semester credits;
- 20 semester credits in an endorsable discipline;
- all prerequisite and content area requirements (see below/next page);
- grades of “C” or better in all courses applicable to certification.

Students earning a bachelor of arts degree in elementary education must also complete all Whitworth general requirements.

In addition, please see “Important Notes for Education Students” in the School of Education section of this catalog.

### Prerequisites & Content-Area Requirements

EDE 202	Exploring Teaching .....	2
EDE 203	Exploring Teaching: Field Experience .....	1

SS 101	Concepts in Social Sciences I (U.S. history & civics).....	3
SS 102	Concepts in Social Sciences II (PNW history & economics).....	3
BI 196	or another approved life science .....	3
GL 196	or another approved physical science .....	3

## Courses in the Evening Teacher Certification Cohort

### First Year

EDE 204	Human Development and Learning .....	3
EDE 320/520	Exceptional Learners and Inclusion.....	3
EDE 340	Instructional Methods and K-8 Social Studies .....	3
MA 220	Structure of Elementary Mathematics.....	3
EDE 341	K-8 Mathematics Methods.....	2
EDE 342	Instructional Practicum I .....	1
EDE 343	K-8 Science Methods .....	3
EDE 345	Instruction in Movement and the Fine Arts.....	3
EDE 471/571	Assessment and Accountability.....	2
EDE 472/572	Professional Issues in Education.....	1

### Second Year

EDE 360/560	Differentiated Instruction.....	2
EDE 367/567	Introduction to Intercultural Education .....	1
EDE 368/568	Intercultural Education Immersion .....	2
EDE 401W	Democracy, Leadership and Schooling.....	2
EDE 440/540	K-8 Reading Instruction .....	3
EDE 441/541	K-8 Literacy Instruction.....	3
EDE 442	Instructional Practicum II .....	1
EDE 473/573	Classroom Management.....	1
EDE 474/574	K-8 Student-Teaching Seminar.....	1
EDE 496/596	Directed Teaching, K-8 Level .....	1-11
Cross-listed 500-level courses: Post-baccalaureate students may apply these as electives upon admission to Whitworth's master's degree in elementary education program.		

## Evening Teacher Certification Curriculum

The ETC program is offered in a cohort-based format in which a core group of approximately 20 students work collaboratively through each of the courses in sequence. Flexible scheduling of the practicum experiences allows students to complete these requirements near their place of business during K-12 school hours. Within the final semester students will complete a full-time student-teaching practicum. Cohorts begin in August and February.

## Prerequisite & Content-Area Courses

### EDE 202 Exploring Teaching 2

This course explores the history of education in the United States, the profession of teaching, certification in Washington and the dispositions of successful teachers as identified by the Whitworth School of Education conceptual framework.

### EDE 203 Exploring Teaching: Field Experience 1

Field experience in which candidates are placed in classrooms as teaching assistants and tutors. Opportunity for candidates to reflect on their potential as educators; Washington state educational reforms and the connection between theories taught in EDE 202 and practical applications within K-12 classrooms.

**SS 101 Concepts In Social Sciences I****3**

Provides a clear understanding of the major ideas, eras, themes, developments, turning points, chronology and cause-and-effect relationships in U.S. history. The social-studies concepts of economics and civics are presented within a historical context. Guiding the content are the essential knowledge and skills for elementary-teacher candidates as stated in the elementary endorsement Competencies published by OSPI. Fulfills U.S. history and civics requirements for elementary-education majors. Fall and spring semesters.

**SS 102 Concepts In Social Sciences II****3**

Provides a clear understanding of the major ideas, eras, themes, developments, turning points, chronology and cause-and-effect relationships in Pacific Northwest history. The social-studies concepts of economics and civics are presented within a historical context. Guiding the content are the essential knowledge and skills for elementary-teacher candidates as stated in the elementary endorsement competencies published by OSPI. Fulfills Pacific Northwest/Washington State history and economics requirements for elementary-education majors.

**ETC Cohort Courses****EDE 204 Human Development and Learning****3**

A study of children and youth with a focus on psychology in the classroom. Examines developmental issues (cognitive, social-emotional, moral, spiritual, and physical) and sociological challenges (abuse and neglect, substance abuse, poverty, familial discord) and their impact on teaching.

**EDE 320/520 Exceptional Learners and Inclusion****3**

Provides an overview of exceptional children, gifted education, disabling conditions, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis on accommodations for high-incidence conditions. Development of individualized education plans and completion of a practicum experience in a school or home setting.

**EDE 340 Instructional Methods and K-8 Social Studies****3**

Introduction to the theories and practices of K-8 teaching through micro-teachings, integrated unit and lesson planning incorporating appropriate technology, and analysis of teaching/learning behaviors through the use of case studies. Focus on social-studies curriculum, Washington state standards, instruction, assessment, values-education and equity issues. Meets Whitworth's oral-communication requirement.

**EDE 341 K-8 Mathematics Methods****2**

Introduction to math curriculum, instruction, and assessment in the K-8 classroom. Development of lessons and unit plans based on best-practice research and Washington state standards.

**EDE 342 Instructional Practicum I****1**

Field placement in a K-8 classroom to develop competencies in teaching and assessing learning in social studies, science or math.

**EDE 343 K-8 Science Methods****3**

Introduction to instruction and assessment of science in the K-8 classroom. Emphasis on integrating science concepts in other disciplines. Includes theories, teaching, strategies, demonstration and laboratory techniques, an overview of curriculum, assessment guidelines, Washington state standards, conducting field trips and safety considerations.



**EDE 345 Instruction in Movement and the Fine Arts 3**

An overview of curriculum and methods for art, music, physical education and theatre at the elementary level. Coursework includes the following: Art: workshop approach to develop knowledge about media, techniques, safety, developmental stages, and evaluation of art at the K-12 level. Focus on the process of art. Music: procedures and materials for teaching music in the self-contained elementary classroom. Performance organization, teaching and observations emphasized. Physical education: current methods and materials for developing and teaching physical education and health activities to K-8 grade levels. Management, discipline and directed teaching are practiced. Theatre: techniques of creative drama, story theatre, readers' theatre and improvisation are addressed and applied to teaching situations.

**EDE 350 Integrated Instructional Methods: Middle and High School 3**

Introduction to the theories and practices of interdisciplinary instruction through micro-teachings, integrated-unit and lesson-planning-incorporating technology, and analysis of teaching/learning behaviors through the use of case studies. Focus on integrating curriculum from student's major and related content areas. Addresses Washington state standards & GLEs, instructional methods, assessment, character education and equity issues.

**EDE 351 Instructional Practicum I 1**

Field placement in a middle- or high-school classroom to observe and assist with student instruction. Provides opportunity for developing competencies in teaching and assessing learning in a targeted endorsable content area.

**EDE 360/560 Differentiated Instruction 2**

Focus on strategies for differentiating curriculum and instruction to meet the diverse needs of gifted, special-needs, ESL, culturally diverse, and at-risk learners within today's inclusive classrooms. Differentiation by content, instruction and product will be explored.

**EDE 367/567 Introduction to Intercultural Education 1**

Development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. Examination of the nature and use of power in society and the impact of one's own cultural values, attitudes and beliefs on K-12 students.

**EDE 368/568 Intercultural-Education Immersion 2**

Participation in an intercultural educational setting designed to deepen and broaden previous culturally based experiences. Includes observation, lesson-planning, assisting with special-needs students, tutoring, teaching, and attending professional meetings. Students are expected to immerse themselves in the life of the community in which they are placed.

**EDE 401W Democracy, Leadership and Schooling 2**

A capstone course to clarify spiritual, philosophical, social and educational convictions as they relate to the teaching profession. Students explore and translate worldview convictions to educational practice. Reflection and revision of personal philosophy of education and vision statement.

**EDE 440/540 K-8 Reading Instruction 3**

Processes of teaching reading, reading skills, reading comprehension and vocabulary development for learners in grades K-8. Includes hands-on use of current published reading materials for use in planning reading lessons, and an overview of Washington state standards and grade-level expectations.

**EDE 441/541 K-8 Literacy Instruction 3**

Focus on the development of an integrated reading/language-arts thematic unit, assessment of reading & language arts abilities, and use of Washington state standards and grade-level expectations for writing. Includes an introduction to genres of children's literature and their cross-disciplinary integration.



**EDE 442 Instructional Practicum II** **1**

Placement in a K-8 classroom to allow student to observe and assist with reading and language-arts lessons modeled by classroom teachers and to assess reading and writing abilities of selected students.

**EDE 471/571 Assessment and Accountability** **2**

Assessment practices and issues in education. Emphasis on best-practice research, performance-based assessment, Washington state standards, and assessment as an integral component of classroom instruction. Students will draft a positive-impact plan.

**EDE 472/572 Professional Issues in Education** **1**

Public-school laws, professional rights and responsibilities, membership in professional organizations, faith and values related to teaching and dynamics of parent/community relations.

**EDE 473/573 Classroom Management** **1**

Addresses theoretical and practical models of classroom management. Candidates develop management plans appropriate to their current student-teaching placement.

**EDE 474/574 K-8 Student-Teaching Seminar** **1**

Exploration of issues in student teaching, professional portfolio development, preparation of comprehensive instructional plan, documentation of positive impact on student learning, certification and job placement.

**MA 220 Structure of Elementary Mathematics** **3**

For the prospective elementary or middle-school teacher. Development of number systems, vocabulary, and symbolism in the present-day use of arithmetic, algebra, geometry, and statistics. Applies toward the general-education math requirement for elementary-education majors only.

**Directed Teaching**

Upon completion of professional education coursework, candidates complete a full-time student-teaching internship in the schools under the guidance of an experienced mentor teacher and a university supervisor. Students will develop a standards portfolio and a professional growth plan. Passing scores on the Washington State Performance-Based Pedagogy Assessment and endorsement content test are required for certification. Prerequisites: completion of coursework for education major/certification, successful completion of Benchmark III requirements, and approval by the director of ETC. Candidates must apply during the semester prior to the actual experience.

EDE 493 Directed Teaching, Middle School and Special Education..... 1-11

EDE 494 Directed Teaching, High School and Special Education ..... 1-11

EDE 496/596 Directed Teaching, K-8 Level ..... 1-11

EDE 497/597 Directed Teaching, Middle-School Level..... 1-11

EDE 498/598 Directed Teaching, High School Level..... 1-11

**Directed Studies**

Independent studies (291, 391 & 491); readings (386 & 486); field studies (280 & 480); and teaching assistantships (395 & 495). See Page 34 for details.

# Graduate Programs

Whitworth offers the following master's degrees:

## Graduate Studies in Education (GSE)

Director

[gse@whitworth.edu](mailto:gse@whitworth.edu)

Master of Arts in Teaching, Gifted and Talented/Special Education

Master of Education, Elementary or Secondary Education

Master of Education in School Counseling/Community Agency Counseling

Master of Education in School Administration/Administrative Leadership

## Master in Teaching Program (MIT)

David Cherry, director

[mit@whitworth.edu](mailto:mit@whitworth.edu)

Master in Teaching

## School of Global Commerce & Management, Graduate Studies in Business (GSB)

Mary Alberts, director

[gseb@whitworth.edu](mailto:gseb@whitworth.edu)

Master of Business Administration

Master of Business Administration in International Management

Master of International Management

# Graduate Studies in Education

FACULTY: Alan Basham, Julie Clausen, Joni Domanico, Kim Ewing, Sue Fischer, Kevin Heid, Jean Hollar, Lisa Laurier, Margo Long, Anne Millane, Sharon Mowry, Donn Nelson, Julie Perron, Julie Poage, Les Portner, Ron Prosser, Melva Pryor, Suzanne Scott, Gene Sementi, Dave Stenersen, Dennis Sterner (dean, School of Education), Julie Stevens, Kyle Storm, Judith Throop, Tracy Turner, Kim Villalpando, Pam Veltri, Betty Fry Williams, Tracy Williams, Jill Wright

[www.whitworth.edu/gse](http://www.whitworth.edu/gse)

[gse@whitworth.edu](mailto:gse@whitworth.edu)

## Master of Education

Program coordinator

### M.Ed. in Educational Administration

(36)

Required core courses:

EDU 501	Advanced Educational Psychology .....	3
EDU 515	Educational Research .....	4
EDU 550	Core: Milestones in Education .....	3

Required administration courses:

EDA 511	Orientation to Leadership .....	1
EDA 512	Visionary Leadership .....	3
EDA 513	Instructional Leadership .....	3
EDA 514	Leadership for School Improvement .....	3
EDA 515	Organizational Management .....	2
EDA 516	Building Community in a Diverse Culture .....	3
EDA 517	Moral Leadership in a Democratic Society .....	3

**Electives:**

EDU 5- Elective, minimum of 2 semester credits ..... 2

**Completion of the following:**

EDA 581 Internship I: Administration, P-12 ..... 3

EDA 582 Internship II: Administration, P-12 ..... 3

Internship cannot begin until completion of academic coursework and recommendation by the Professional Education Advisory Board .

*Note: All internships begin in the fall of the school year. The internship competencies will be based on the Interstate School Leaders Licensure Consortium Standards. A notebook that details required competencies is provided. The internship includes 720 hours and the opening and closing of the school for the year. It also includes an observation at an alternate level from the primary internship placement.*

**Successful completion of the following:**

EDU 597 Exit Project ..... 0

**Out-of-Spokane-area students:** Normally, the university is able to supervise students who work within a reasonable distance of Whitworth. While it is possible for students to complete most of their academic coursework during the summer terms, the administrative internship is completed at the candidate's school during the academic year. Therefore, an administrative internship is appropriate only when the candidate is close enough for adequate university supervision, when a certified school principal is available to be the on-site supervisor, and when the candidate can meet with the administrative PEAB. The candidate should discuss this thoroughly with his or her advisor when considering applying to a program carrying state certification.

**Certification: School Administration**

**(26)**

**Residency Administrator Certificate (P-12 Principal)**

**Required administration courses:**

EDA 511 Orientation to Leadership ..... 1

EDA 512 Visionary Leadership ..... 3

EDA 513 Instructional Leadership ..... 3

EDA 514 Leadership for School Improvement ..... 3

EDA 515 Organizational Management ..... 2

EDA 516 Building Community in a Diverse Culture ..... 3

EDA 517 Moral Leadership in a Democratic Society ..... 3

**Electives:**

EDU 5- Elective, minimum of 2 semester credits ..... 2

**Completion of the following:**

EDA 581 Internship I: Administration, P-12 ..... 3

EDA 582 Internship II: Administration, P-12 ..... 3

Observation at alternate level will be included during internships.

**Successful completion of the following:**

EDU 597 Exit Project ..... 0

This program is for potential principals in public or private (P-12) schools. Each candidate must have appropriate evaluations/references on file in the GSE office before admission is approved and must schedule a conference with the coordinator of the educational administrative program. The program carries with it competency-based certification with recommendations from the Administrative Professional Education Advisory Board. This board is composed of representatives of the Association of Washington School Principals, Washington Association of School Administrators, Washington Education Association and Whitworth University.

**Experience Requirement:** Candidates must hold or have held a valid teacher's certificate or a valid educational staff associate certificate, and must have demonstrated successful school-based experience in an instructional role with students.

**Certification at the residency level:** Generally achieved together with the completion of the M.Ed. degree in administration. Certification is available for P-12 administration.

The certification program is also available for teachers or counselors who have already completed a master's-degree program.

**Professional Administrator's Certificate:** Requires verification of 540 days of service as a principal, vice principal or assistant principal with satisfactory district evaluations. This requirement is subject to change by the superintendent of public instruction.

*Note: A course that covers abuse and neglect of children is required for the professional teaching certificate and professional administrator's certificate. Check with the certification office, at 509.777.4406.*

## **M.Ed. in Administrative Leadership (36)**

This program is for potential administrators in settings not requiring principalship certification. (Examples: educational service districts, special-education settings and community colleges and other higher-education settings.)

Degree requirements

Required core courses:

EDU 501	Advanced Educational Psychology .....	3
EDU 502	Curriculum Development .....	3
EDU 515	Educational Research .....	4
EDU 550	Core: Milestones in Education .....	3

Required administration courses:

EDA 511	Orientation to Leadership .....	1
EDA 512	Visionary Leadership.....	3
EDA 515	Organizational Management .....	2
EDA 516	Building Community in a Diverse Culture.....	3
EDA 517	Moral Leadership in a Democratic Society .....	3

Electives:

EDU 5-	Elective, minimum of five semester credits .....	5
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Completion of the following:

EDA 588	Internship I: Administrative Leadership.....	3
EDA 589	Internship II: Administrative Leadership .....	3

Successful completion of the following:

EDU 597	Exit Project.....	0
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## **Master of Education in Elementary Education (M.Ed.)**

## **Master of Education in Secondary Education (M.Ed.)**

Elementary-education program coordinator and secondary-education program coordinator

## **M.Ed., Elementary or Secondary Education (34)**

Degree Requirements

Required core courses:

EDU 501	Advanced Educational Psychology .....	3
One of the following: .....		3
EDU 502	Curriculum Development	
EDU 510	Pre-assessment seminar	
EDA 513	Instructional Leadership	
EDU 515	Educational Research .....	4
EDU 550	Core: Milestones in Education .....	3

Electives:

Electives chosen with the assistance of the academic advisor to meet individual professional goals at either the elementary or secondary level may be taken from EDU, EDA, EDG, EDS and some EDC courses. May include up to six semester credits of approved graduate-level Whitworth short courses. Secondary candidates may take up to six semester credits in 400-level courses in their content area ..... 18

The completion of one of the following: ..... 3-6

EDU 596 Graduate Research Project (3)

or EDU 598 Thesis (6)

(Take three semester credits fewer in theme-of-study courses if EDU 598 is completed.)

Successful completion of the following:

EDU 597 Exit-Project Presentation ..... 0

*Note: A technology component will be added to these programs as soon as appropriate approval is in place.*

### Professional Teacher Certificate Program

The following courses are required: ..... 10

EDU 510 Preassessment Seminar (3)

EDU 511 Professional Growth Plan Implementation (4)

EDU 512 Culminating Seminar (3)

*Note: These 10 credits may apply toward the M.Ed. in elementary or secondary education; M.A.T and gifted and talented; six credits toward M. Ed in school administration; three credits toward M.A.T in special education. A course that covers abuse and neglect of children is required for the Professional Teacher Certificate only. Check with the certification office at 509.777.4406.*

## Master of Arts School Counseling (M.A.)

## Master of Education School Counseling (M.Ed.)

Program coordinator

This program is designed for the preparation of residency ESA certification for school counselors at both the elementary- and secondary-school levels.

**M.A. School Counseling (56)**

**M.Ed. School Counseling (50)**

Degree Requirements

Prerequisites:

EDC 515 Orientation to Schools (for non-teachers) ..... 1

Statistics

Exceptional Learners and Inclusion (for non-teachers)

Required Core Courses:

EDC 509 Research for Counselors ..... 3

EDU 550 Core: Milestones in Education ..... 3

Required Counseling Courses:

EDC 501 Orientation to Professional Counseling ..... 2

EDC 502 Development across the Life Span ..... 3

EDC 503 Social and Cultural Considerations in Counseling ..... 3

EDC 504 Counseling Theories ..... 3

EDC 505 Career Development and Counseling ..... 3

EDC 506 Consultation in the Helping Professions ..... 3

EDC 507 Measurement and Evaluation ..... 2

EDC 511 The Counseling Process ..... 3

EDC 512 Introduction to Group Counseling ..... 3

(to be taken concurrently with EDC 512L; prerequisite:  
unconditional admission)

EDC 512L Introduction to Group Counseling Lab ..... 0

EDC 521 Psychoeducational Assessment ..... 2

EDC 522 Role and Function of the School Counselor ..... 3

(to be taken concurrently with EDC 583)



EDC 523	Legal and Ethical Considerations in School Counseling.....	1
	(to be taken concurrently with EDC 581)	
Completion of the following clinical experiences:		
EDC 581	School Counseling Practicum.....	5
Prerequisites: (1) Successful completion of all coursework with the following exception: EDC 502, EDC 503, EDC 505, or EDC 506 (2)		
Recommendation of the Counselor Professional Education Advisory Board and FBI clearance for non-teachers		
EDC 583	Counseling Internship I: School.....	4
EDC 584	Counseling Internship II: School.....	4
Completion of the following:		
EDC 596	Action Research Project .....	0
(To be taken during EDC 583 and EDC 584)		
(M.A. candidates: EDC 596 may be subsumed under thesis or completed separately.)		
M.A. candidates complete the following:		
EDC 598	Graduate Thesis .....	6
EDC 599	Review Board .....	0
EDC 597	Exit Exam .....	0
M.Ed. candidates complete the following:		
EDC 597	Exit Exam .....	0
EDC 599	Review Board .....	0

### **Certification: Residency Educational Staff Associate (47)** **(School Counselor P-12)**

#### **Prerequisites:**

EDC 515	Orientation to Schools (for non-teachers) .....	1
	Exceptional Learners and Inclusion (for non-teachers)	

#### **Required core course:**

EDU 550	Core: Milestones in Education .....	3
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#### **Required counseling courses:**

EDC 501	Orientation to Professional Counseling .....	2
EDC 502	Development across the Life Span .....	3
EDC 503	Social and Cultural Considerations in Counseling .....	3
EDC 504	Counseling Theories.....	3
EDC 505	Career Development and Counseling.....	3
EDC 506	Consultation in the Helping Professions .....	3
EDC 507	Measurement and Evaluation .....	2
EDC 511	The Counseling Process .....	3
EDC 512	Introduction to Group Counseling .....	3
	(to be taken concurrently with EDC 512L; prerequisite: unconditional admission)	

EDC 512L	Introduction to Group Counseling Lab .....	0
EDC 521	Psychoeducational Assessment.....	2
EDC 522	Role and Function of the School Counselor .....	3
EDC 523	Legal and Ethical Considerations in School Counseling.....	1
	(to be taken concurrently with EDC 581)	

EDC 581	School Counseling Practicum.....	5
Student registers for the practicum after recommendation from the Counselor Professional Education Advisory Board and FBI clearance for non-teachers.		

#### **Completion of the following internships:**

EDC 583	Counseling Internship I: School.....	4
EDC 584	Counseling Internship II: School.....	4

#### **Successful completion of the following:**

EDC 597	Exit Exam .....	0
EDC 599	Review Board .....	0

**M.A. Community-Agency Counseling (57)****M.Ed. Community-Agency Counseling (51)**

This program is designed for preparation of community-agency counselors who serve in a variety of public, private, and church settings.

**Prerequisites:**

Abnormal Psychology  
Statistics

**Required core courses:**

EDC 509 Research for Counselors ..... 3

**Required counseling courses:**

EDC 501 Orientation to Professional Counseling ..... 2

EDC 502 Development across the Life Span ..... 3

EDC 503 Social and Cultural Considerations in Counseling ..... 3

EDC 504 Counseling Theories ..... 3

EDC 505 Career Development and Counseling ..... 3

EDC 506 Consultation in the Helping Professions ..... 3

EDC 507 Measurement and Evaluation ..... 2

EDC 5- Elective Courses ..... 3

EDC 511 Counseling Process ..... 3

(Prerequisites: EDC 501 and EDC 504)

EDC 512 Introduction to Group Counseling ..... 3

(Prerequisite: unconditional admission; to be taken concurrently with EDC 512)

EDC 512L Introduction to Group Counseling Lab ..... 0

EDC 531 Working in a Community-Agency Setting ..... 3

EDC 532 Appraisal and Treatment of Individuals ..... 3

EDC 533 Legal and Ethical Considerations in Counseling ..... 1

(to be taken concurrently with EDC 582)

**Completion of the following clinical experiences:**

EDC 582 Community-Agency Counseling Practicum ..... 5

(Prerequisites: (1) Successful completion of all coursework with the following exceptions: EDC 502, EDC 503, EDC 505, or EDC 506; (2) Permission of program faculty)

EDC 585 Counseling Internship I: Community Agency ..... 4

(Prerequisites: (1) Completion of EDC 582; (2) Permission of program faculty)

EDC 586 Counseling Internship II: Community Agency ..... 4

(Prerequisite: Completion of EDC 585)

**The completion of the following:**

EDC 596 Action Research Project ..... 0

(to be taken during EDC 585 and EDC 586)

(M.A. candidates: EDC 596 may be subsumed under thesis or completed separately.)

**M.A. candidates complete the following:**

EDC 597 Exit Exam ..... 0

EDC 598 Graduate Thesis ..... 6

**M.Ed. candidates complete the following (0):**

EDC 597 Exit Exam ..... 0

# Master of Arts in Teaching

## Master of Arts in Teaching, Gifted and Talented (M.A.T.)

Margo Long (program coordinator)

This program is designed to train teachers of gifted and talented students and mainstream classroom teachers to evaluate and utilize appropriate current trends and research ideas, develop differentiated curriculum for all students, and individualize instruction so that each child's needs can best be met.

### M.A.T. Gifted and Talented

(34)

Degree requirements

Required core courses:

EDU 501	Advanced Educational Psychology .....	3
EDU 515	Educational Research .....	4
EDU 550	Core: Milestones in Education .....	3

One of the following..... 3

EDU 502	Curriculum Development
EDU 510	Pre-assessment Seminar
EDA 513	Instructional Leadership

Required gifted and talented courses:

EDG 551	Social/Emotional Needs of the Gifted (fall, odd years).....	3
EDG 552	Teaching for Independence and Responsibility (summer).....	2
EDG 553	Creativity and Analytical Thinking (fall, even years) .....	3
EDG 554	Strategies for Challenging Bright Students (spring, odd years).....	3

Complete one of the following: ..... 3

EDG 581	Practicum: Gifted and Talented
EDG 596	Graduate Research Project

Approved electives:

Seven semester credits of approved Whitworth gifted-and-talented enrichment classes and professional teacher certification classes. Other electives must be approved by the academic advisor.

Successful completion of the following:

EDG 597	Exit Exam .....	0
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### Master of Arts in Teaching Special Education (M.A.T.)

Betty Fry Williams (program coordinator)

This program is designed to extend the skills and knowledge of teachers who wish to work with exceptional children and youth. It emphasizes curriculum needs of pupils rather than disability categories. The program can accommodate teachers who are seeking to complete their endorsement in special education under the new Washington state requirements. It is also intended to provide graduate-level specialized training for teachers who are already endorsed in special education. The program prepares teachers to understand inclusion (working with exceptional children in the regular classroom) as well as to work with special-needs learners in resource rooms or self-contained settings.

Prerequisite competencies required. Transfer classes (graduate or undergraduate) may be accepted in place of the following courses, but any substitutions must be individually evaluated. The following courses, with the exception of field experiences, may be taken at Whitworth as part of the graduate electives required:

Coursework:

EDS 520	Exceptional Learners and Inclusion (3)
EDS 521	Intervention for Behavior and Motivation (3)

- EDS 522      Assessment and IEP Planning (3)  
 EDS 523      Intervention for Academic Learning Problems (3)

Field experiences:

- (Take either EDS 581 plus EDS 583 Or EDS 582 plus EDS 584.)  
 EDS 581      Practicum: Special Education, Early Childhood/K-8 (1)  
 EDS 583      Advanced Practicum: Special Education, Early Childhood/K-8 (4)  
 or  
 EDS 582      Practicum: Special Education, Middle/High School (1)  
 EDS 584      Advanced Practicum: Special Education, Middle/High School (4)

## M.A.T. in Special Education

(36)

Degree requirements

Required core courses:

- EDU 501      Advanced Educational Psychology ..... 3  
 EDU 515      Educational Research ..... 4  
 EDU 550      Core: Milestones in Education ..... 3

One of the following: ..... 3

- EDU 502      Curriculum Development  
 EDU 510      Pre-assessment Seminar  
 EDA 513      Instructional Leadership

Required special-education courses:

- EDS 524      Early Intervention for Special Education ..... 3  
 EDS 525      Intervention for Attention Deficit and Hyperactivity ..... 3  
 EDS 526      Intervention for Severe Communication/Sensory/Physical Problems ..3  
 EDS 536      Intervention through Positive Behavior Support ..... 3

Required field experience (at alternate level to prerequisite experience):

- (Take either EDS 581 plus EDS 583 Or EDS 582 plus EDS 584) ..... 5

- EDS 581      Practicum: Special Education, Early Childhood/K-8 (1)  
 EDS 583      Advanced Practicum: Special Education, Early Childhood/ K-8 (4)

or

- EDS 582      Practicum: Special Education, Middle/High School (1)  
 EDS 584      Advanced Practicum: Special Education, Middle/High School (4)

Complete six credits from the following: ..... 6

- EDG 551      Social and Emotional Needs of the Gifted (3)  
 EDS 501      Introduction to Sign Language and the Deaf (4)  
 EDU 546      Diagnosis and Treatment of Reading Difficulties (3)

Complete the following exit requirement: ..... 0

- EDS 595      Exit Project

*Note: Special-education endorsement is also possible without completion of the master's degree. As of August 2005, student must pass the WEST-E to receive an endorsement. Check with the special-education coordinator for information.*

## Certification

- While every attempt is made to make certification programs compatible with degree study, it should be understood that certification requirements may go beyond degree requirements.
- Whitworth University programs lead to Washington certification. For certification in another state, the applicant will need to contact the office of the superintendent of public instruction in that state to secure the certification requirements.
- Whitworth University certification programs must meet requirements instituted by the Office of the Superintendent of Public Instruction and the Professional Education Standards Board. Therefore, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the Whitworth Office of Graduate Studies in Education for further details. Call 509.777.3228.

The Whitworth Educational Certification and Career Services Office is located in Dixon Hall. For assistance with any of the following items, please call 509.777.4405 or 509.777.4406.

### Services Provided by Educational Certification and Career Services

- Administrative certification: principal endorsed
- Educational staff associate certification: school-counselor endorsed
- Continuing and professional teacher certification
- Placement files: creating, updating, and mailing
- Career Service Information:
  - Career fairs
  - Résumé and cover letters
  - Current job listings
  - On-campus visits

### Advising

Call the Whitworth Office of Graduate Studies in Education, 509.777.3228, for an appointment to discuss the various programs. An advisor will be assigned.

### Admission Policies

1. No more than six semester credits should be taken prior to admission to GSE, as there is no guarantee they will count toward a graduate degree.
2. Complete an application packet.
3. There are two levels of admission, as follows:
  - Unconditional admission: cumulative grade-point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
  - Conditional admission: cumulative grade-point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
4. Applicants are expected to earn a score at the 25th percentile or higher on the verbal, quantitative, and analogies portions of the Graduate Record Exam or the Miller Analogy Test or to provide documented evidence of their ability to succeed in graduate school. This would include a statistics course and demonstrated graduate-level writing ability.
5. Applicants must hold a bachelor's degree from a regionally accredited college or university.
6. Completion/concurrent enrollment in a teacher-education program is required for all School of Education master's-degree and certification programs except MIT, M.A./M.Ed. counseling (school or community agency); and M.Ed. in administrative leadership. Photocopies of all Washington teacher, administrator and/or ESA certificates, as well as certificates from other states, must be submitted with the application for admission.
7. Prerequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission to GSE. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
8. Part of the application process to GSE is completion of the character-and-fitness supplement. Based upon a review and documentation of items disclosed in the character-and-fitness supplement, Whitworth may deny admission to any individual applying to GSE. Applicants with suspended or revoked educational certificates (teacher, counselor, principal, psychologist or other) for a program leading to state certification will not be processed for admission to GSE until such certificates have been reinstated. This includes certificates from other states as well as from Washington.
9. For international students, the TOEFL test or the GRE is required prior to admission. The minimum score accepted on the TOEFL is 550. Testing is also done in English and in math, prior to the student's graduate coursework, to determine any necessary prerequisites to be written into the degree plan.



International students must provide proof of adequate financial resources for graduate study prior to admission.

*Note: Several of our programs are currently being revised to meet all Washington State Board of Education requirements. Consult with an advisor regarding all current information.*

## Academic Policies for Graduate Education Programs

### Academic Standards

1. Completion of all semester credits in approved courses, following a degree plan, is required for all master's degrees. This is in addition to any required prerequisites.
2. Six semester credits (or nine quarter credits) of approved graduate credit may be transferred from other colleges or universities for degree purposes in some master's programs. (Check with advisor.) Workshops, correspondence courses, seminars, video courses, and independent studies may not be transferred in from another college or university; nor may a course be transferred in if a grade of "C" or lower or a grade of "Pass" was assigned.
3. Whitworth Graduate Studies in Education offers independent studies (EDA/EDU/EDC/EDG/EDS 591) that may be taken on a tutorial basis. GSE approval is based upon the following criteria: No regular course covers the project materials, and a designated faculty member agrees to supervise the study (with a limit of two such studies during an entire program). Students are to submit proposals with the signatures of the faculty supervisor and the director/department chair to the GSE office by the first class day of the term in which the study is taken.
4. Master's-degree and certification candidates must achieve a cumulative grade-point average of at least 3.0 on a 4.0 scale for all courses taken as part of an approved graduate degree.
5. No credit toward a master's degree or certification program will be allowed for a course in which the student receives a grade of "C-" or lower. Note: See MIT specific grade requirements. Courses in which a grade of "C-" or lower is earned, if required for the degree or certification program, must be repeated. Following any term/module in which a student's cumulative grade-point average is below 3.0, the student may be placed on academic probation. The student will be dismissed from the graduate program if three grades of "C+" or lower are accumulated, or if it is necessary for the student to be placed on academic probation more than twice.
6. A grade of Incomplete, ("I") is approved only in emergency situations. Student and instructor sign an Incomplete Agreement indicating the reason for the grade. The Incomplete must be made up by six weeks into the following semester.
7. Incomplete ("I") grades are given for practicums, internships, research projects and thesis projects that extend beyond the term they are scheduled in. Incomplete grades for practicums, internships and research projects must be completed within six months of issuance. If not, the student must re-enroll and pay tuition.
8. Credits toward a graduate degree must have been completed within six years of the program's completion.
9. A six-semester-credit course load qualifies a student as full time during each term (fall, spring, summer).

### Admission and Expulsion

1. Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status. Should inactive students return to active status, they may be responsible for any new university or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members or guests to their classes except in an emergency and with the permission of the instructor.

## Appeals

1. The right of appeal, in the following order, is available for students who feel they have been unfairly graded:
  - a. the instructor of the course;
  - b. the program director;
  - c. the dean of the school;
  - d. the associate dean for academic affairs (or his/her designee).
2. Appeals for admission, suspension or expulsion  
 Discuss issue first with the assistant director of the department of graduate studies; the right of appeal is then available to all students if the appeal is presented in writing within three weeks of the incident, in the following order:
  - a. to the program director;
  - b. to a committee composed of the dean of the school, director/chair of the program, and representatives of the program;
  - c. to the Educational Review Board.
3. Certification appeals  
 In cases where certification is refused, the student may also appeal to the Professional Education Standards Board.

## General Guidelines

1. Whitworth Graduate Studies in Education students may register in the GSE office in Dixon Hall. Tuition is paid through student-accounting services in McEachran Hall. Enrollment in a course that is not approved for a specific program is considered as enrichment only and does not count toward a graduate degree or certification program.
2. Check with advisor each term for pre-registration advising and for exit requirements.
3. Online registration is available after a student's first term, with advisor clearance.

## Graduation Procedures

Students must complete an application for graduation, available online, in the GSE office and in the Dixon Hall second-floor student lounge. This application should be filed by Jan. 15 to ensure that the student's name will appear on the graduation list and that the student will be able to participate in the May graduation ceremony.

All coursework and exit requirements must be completed by the end of the term prior to the degree-posting date. For example, for a May degree posting date, all coursework must be completed by the end of spring semester. There is one graduation ceremony, in May.

## Graduate Studies in Education Course Descriptions

### Administration Courses

#### **EDA 511 Orientation to Leadership** **1**

Beginning course in the school-administration and administrative-leadership programs. Focus on an understanding of self as leader and on the importance of the interpersonal-relationship aspects of effective leadership. Jan Term, summer.

#### **EDA 512 Visionary Leadership** **3**

The theoretical base that informs management and leadership in organizational contexts, including leadership theory, organizational theory, development and implementation of a vision, and transformational leadership. Includes applied learning through a project-based approach in a P-12 or organizational setting. Spring.

#### **EDA 513 Instructional Leadership** **3**

Development of skills in the area of supervision of teachers and other staff members, with the goal of improving classroom instruction so that teachers have a more positive impact on student learning. Includes models of teacher evaluation and attributes of adult learners. Fall.

**EDA 514 Leadership for School Improvement 3**

Development of skills to foster systemic change toward improved student learning, including how to develop a culture focused on learning, how to do strategic planning and how to manage student behavior to enhance the learning environment. Summer.

**EDA 515 Organizational Management 2**

Focus on the skills to set up efficient and effective management systems in educational settings. Topics include finance and resource management and allocation, safety and security issues, the use of technology to streamline management functions and systems analysis. Summer.

**EDA 516 Building Community in a Diverse Culture 3**

Understanding the importance of context in order to serve all stakeholders in a learning community. Meeting the needs of special and diverse populations and mobilizing community resources. Spring.

**EDA 517 Moral Leadership in a Democratic Society 3**

Legal, policy and ethical aspects of being a school leader; focus on current issues and political components of being an educational advocate for students and schools. Exploration of educating citizens for full participation in a democracy. Fall.

**EDA 581 Internship I: Administration, P-12 3**

Participation in a wide range of activities that constitute the normal responsibilities of the elementary- or secondary-school principal; done under the direct supervision of a public-school administrator and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Internship includes 720 hours and the opening and closing activities of the school year and is required for residency administrator P-12 principal certification. Attendance at three Saturday seminars is required. Grade is Satisfactory/Non-Satisfactory. Fall.

**EDA 582 Internship II: Administration, P-12 3**

Participation in a wide range of activities that constitute the normal responsibilities of the elementary- or secondary-school principal under the direct supervision of a public-school administrator and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Internship includes 720 hours and the opening and closing activities of the school year. Required for residency administrator P-12 principal certification. Attendance at three Saturday seminars is required. Grade is Satisfactory/Non-Satisfactory. Spring.

**EDA 588 Internship I: Administrative Leadership 3**

400 hours of participation in a wide range of activities that constitute the normal responsibilities of an administrator; done under the direct supervision of an on-site supervisor and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Grade is Satisfactory/Non-Satisfactory. Fall, spring, summer.

**EDA 589 Internship II: Administrative Leadership 3**

Participation in a wide range of activities that constitute the normal responsibilities of an administrator, done under the direct supervision of an on-site supervisor and a Whitworth University supervisor. Skills are evidenced through competency-based performance checks. Grade is Satisfactory/Non-Satisfactory. Fall, spring, summer.

**EDA 591 Independent Study 1-3**

Counseling Courses

**EDC 500 Topics in Counseling 1-3**

One-semester-credit offerings on various topics to be offered each term. Check with your advisor.

- EDC 501 Orientation to Professional Counseling** 2  
Review of the history, ethics, roles and functions, organizational structures, licensing and credential standards of the helping professions. Prerequisite: Permission of program coordinator, admission to counseling program. (A grade of "B" or higher is required to continue in the program.) Fall.
- EDC 502 Development across the Life Span** 3  
Overview of human development, life stages, normal and abnormal behaviors, personality theories, and therapeutic interventions. Prerequisite: Permission of program coordinator. Summer.
- EDC 503 Social and Cultural Considerations in Counseling** 3  
Development of effective multicultural counseling skills with diverse populations. Exploration of ethnicity, culture, gender, socioeconomic status, disability, religious beliefs, and the impact of stereotyping. Prerequisite: EDC 501. Summer.
- EDC 504 Counseling Theories** 3  
Introduction to general aspects, ethical standards, and major models of therapeutic change in the counseling profession. The basic tenets of each model, including assumptions concerning personality development and functioning and therapeutic process. Techniques and procedures will be emphasized. Prerequisite: EDC 501 (or concurrent enrollment). A grade of "B" or higher is required. Fall.
- EDC 505 Career Development and Counseling** 3  
Overview and application in various settings and populations of career-development theories, decision-making models, career assessment and planning, aspects of career education, and sources of occupational information and career-education materials. Summer.
- EDC 506 Consultation in the Helping Professions** 3  
Theories and techniques necessary to collaborate effectively with administration, staff, faculty and parents within and across schools, community agencies, and family settings. Prerequisite: EDC 501. Non-counseling majors in the helping professions must have graduate standing or instructor's permission. Spring.
- EDC 507 Measurement and Evaluation** 2  
Basic principles of measurement and evaluation; exploration of theoretical and statistical foundations, and legal, ethical and diversity issues pertaining to appraisal of various target populations in education and counseling. Prerequisite: Statistics. Jan Term.
- EDC 509 Research for Counselors** 3  
Development of knowledge and skills to be effective consumers of published research findings as well as conductors of research including need-assessment and program-evaluation in the helping professions. Review of potential research-related legal and ethical issues. Prerequisites: EDC 501 and Statistics. Spring.
- EDC 511 The Counseling Process** 3  
Application of various theories of counseling and interviewing, with emphasis on development of skills and techniques. Prerequisites: EDC 504. A grade of "B" or higher is required. Spring.
- EDC 512 Introduction to Group Counseling** 3  
Introduction to various group-counseling models, with an emphasis on leadership types, communication skills, ethical and legal issues, application of current research, group techniques, composition and size. Concurrent lab required. Prerequisites: unconditional admission, EDC 504 and EDC 511. A grade of "B" or higher is required. Fall.
- EDC 512L Introduction to Group Counseling Lab** 0  
Required lab to be taken with EDC 512. Fee.



**EDC 515 Orientation to Schools****2**

This is a course for non-teaching school-counselor candidates. The content includes human growth and development, learning theory, classroom management and instructional theory. It will also help candidates understand how to function effectively as counselors in the school culture. A field component is included. This course must be completed prior to the School Counselor Practicum (EDC 581). Fall.

**EDC 521 Psychoeducational Assessment****2**

Study of assessment needs within school settings that support student achievement, including individualized comprehensive assessment of state learning goals and essential academic-learning requirements, learning styles, emotional intelligence, mental health and functional behavior analysis, with emphasis on the school counselor's role in individual and group assessment. Prerequisite: EDC 507. Jan.

**EDC 522 Role and Function of the School Counselor****3**

Integration of research, theory and practice in preparation for service to students that is consistent with the university's goals and conceptual models within helping professions. Concurrent enrollment with EDC 583. Fall of internship.

**EDC 523 Legal and Ethical Considerations in School Counseling****1**

Comprehensive overview of ethical issues, legal statutes, and litigation that affects counseling services and informs counselor behaviors in school settings, with emphasis on ethical standards and legal parameters for individual practitioners. Concurrent enrollment with EDC 581 required. Spring.

**EDC 531 Working in Community Agency Settings****3**

Overview of the mental-health movement, scope of community-counseling-service programs offered to diverse populations, as well as counselor functions and roles. Prerequisite: EDC 501 or concurrent enrollment. Fall.

**EDC 532 Appraisal and Treatment of Individuals****3**

Course focuses on conducting individualized comprehensive assessments in an agency setting, utilizing diagnostic criteria found in DSM-IV, crafting intervention goals and objectives, creating an action plan, and evaluating client progress. Prerequisites: EDC 507 and Psychopathology. A grade of "B" or higher is required. Spring.

**EDC 533 Legal and Ethical Considerations in Counseling****1**

Comprehensive study of ethical issues, legal statutes, and litigation that have an impact upon the therapeutic environment and that inform counselor behavior. Concurrent enrollment with EDC 582 required. Spring.

**EDC 581 School-Counseling Practicum****5**

Preliminary field experience offering intensive skill-development necessary to function in the role of professional counselor in school settings. Prerequisites: concurrent enrollment in EDC 523; permission of program faculty; recommendation by Professional Education Advisory Board. FBI clearance for non-teachers. Optional concurrent enrollment permitted in EDC 506. Grade is S/NS. Spring.

**EDC 582 Community Agency Counseling Practicum****5**

Preliminary field experience offering intensive skill development necessary to function in the role of professional counselor in community agencies or church settings. Prerequisites: permission of program faculty and Washington State Patrol background check. Concurrent enrollment in EDC 533. Optional concurrent enrollment permitted in EDC 506. Grade is S/NS. Spring.

**EDC 583 Counseling Internship I: School****4**

Field experience in a school setting including an individual- and group-supervision component. Students will register for EDC 583 in the fall and EDC 584 in the spring. Prerequisites: Satisfactory completion of EDC 581 and EDC 523. Permission of program faculty. Grade is S/NS. Fall.



**EDC 584 Counseling Internship II: School****4**

Field experience in a school setting including an individual- and group-supervision component. Students will register for EDC 583 in the fall and EDC 584 in the spring. Prerequisite: EDC 583. Grade is S/NS. Spring.

**EDC 585 Counseling Internship I: Community Agency****1-4**

Field experience focused on preparing students for employment as professional counselors within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. Prerequisite: Satisfactory completion of EDC 582 and EDC 533. Permission of program faculty. Grade is S/NS. Summer, fall.

**EDC 586 Counseling Internship II: Community Agency****1-4**

Field experience focused on preparing students for employment as professional counselors within community agencies or church settings. Students will register for EDC 585 in the fall and EDC 586 in the spring. Prerequisite: EDC 585; permission of program faculty. Grade is S/NS. Fall, spring.

**EDC 588 Peer Review****1**

A state-required course for school counselors to demonstrate counseling knowledge and skills during their employment as counselors prior to recommendation for continuing ESA certification. Grade is S/NS. Fall, spring, summer.

**EDC 591 Independent Study****1-3****EDC 596 Action-Research Project****0**

Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Register during first semester of internship when developing individual project. Grade is S/NS.

**EDC 597 Exit Exam****0**

Offered January of the internship. Fee.

**EDC 598 Thesis****6**

Thesis study is directed by a major chair and two committee members. Student registers for three semester credits first term, and a letter grade is given by thesis chair for the first three credits when proposal is approved and committee members have signed. Institutional Review Board approval should be secured if required. Student enrolls for a second semester for three additional credits and pays \$50 binding fee. As the thesis nears completion, a formal defense will be scheduled. At the completion of defense and final revisions, thesis is presented in final form with committee members' approval and signatures. Letter grade submitted. Thesis guidelines are available in the Whitworth Graduate Studies in Education office.

**EDC 599 Review Board****0**

Culminating requirement for school counselors.

**Gifted and Talented Courses****EDG 500-539 Gifted and Talented Short Course****(continuing and one-time basis)****1-2**

A variety of graduate short courses on topics of interest in gifted education, professional development, and general education. Periodic online offerings are available. Descriptions are available through the Whitworth Center for Gifted Education and Professional Development.

**EDG 551 Social/Emotional Needs of the Gifted****3**

A review of current theories and interpretations of social/emotional needs of the gifted, and the practical implications of program development and program options for the gifted student. Appropriate information to relate to parents. Fall, odd years.

**EDG 552 Teaching for Independence and Responsibility 2**

This course blends the cognitive and affective domains of teaching and learning to assist in the development of positive self-concept as a basis for subsequent achievement in school and the development of intellectual character. Summer.

**EDG 553 Creativity and Analytical Thinking 3**

Characteristics of creative people; strategies and activities to develop and enhance creative and analytical thinking. For parents, elementary and secondary teachers interested in pursuing the development of creativity and analytical thinking in children and adults. Fall, even years.

**EDG 554 Strategies for Challenging Bright Students 3**

Characteristics, identification, special problems and program models for the gifted and talented are studied, as are student-created curriculum materials appropriate for specific grade and/or subject areas. Spring, odd years.

**EDG 571 Teaching the Underachiever 3**

Current research and activities that work effectively with difficult students and provide participants with successful techniques to diagnose, prescribe and communicate concerns and needs to parents. Spring, even years.

**EDG 581 Practicum: Gifted and Talented 3**

A practicum experience of 120 hours under the direction of on-site and Whitworth University supervisors. Grade is S/NS. Prerequisite: Successful completion of all gifted-and-talented required courses. Proposal and setting approval from the director of the Whitworth Center for Gifted Education is required. Fall, spring.

**EDG 591 Independent Study 1-3****EDG 596 Graduate Research Project 3**

In lieu of a practicum, if necessary. Proposal requires approval from the director of the center for gifted education, the director of graduate studies, and the Institutional Review Board. The director of the center for gifted education will supervise the 120-hour project. Prerequisite: satisfactory completion of EDU 515. Fall, spring, summer. Letter grade.

**Special Education Courses****EDS 501 Introduction to Sign Language and the Deaf 4**

Study of American Sign Language, language acquisition, teaching methods, teaching sequences and materials for persons with hearing impairments, communication disorders, and cognitive delays. Overview of the history of sign language as well as receptive and expressive finger-spelling. Also listed as ASL 101. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Fall, spring, summer.

**EDS 502 Sign Language and the Deaf II 4**

Advanced study of American Sign Language and the culture of the deaf. Expansion and improvement of manual communication skills, translating and interpreting abilities, and development of mental-processing techniques for comprehending the meaning of unfamiliar signs. Overview of educational aspects of deaf culture and sign language. Prerequisite: EDS 501/ASL 101. Also listed as ASL 102. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Fall, spring, summer.

**EDS 520 Exceptional Learners and Inclusion 3**

Provides an overview of exceptional children, gifted education, disabling conditions, legal issues, intervention strategies, family systems, and teaming approaches related to special education. Emphasis placed on accommodations for high-incidence conditions. Development of individualized education plans and completion of a practicum experience in a home setting. Also listed as EDU 320. (Students in graduate programs who register for a graduate-level course must complete an extra project.) Fall, spring, summer.

**EDS 521 Intervention for Behavior and Motivation 3**

Introduction to behavior disorders, applied behavior analysis, data collection, and research design. Students plan, collect data, implement and evaluate an intervention. They learn to collect data and do functional assessments and document learning. Field experience included. Prerequisite: EDS 520/EDU 320, Exceptional Learners and Inclusion. Also listed as EDU 321. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Fall, spring, summer.

**EDS 522 Assessment and Individualized Education Program Planning 3**

Practice and study of formal and informal, norm-referenced, criterion-referenced, curriculum-based and functional assessments, including the Brigance, the Woodcock Johnson, the AAMR Adaptive Behavior Scale, the PIAT and others. Integration and implementation of assessment into the development of individualized education plans for children and youth in special-education settings. Prerequisite: EDS 520/EDU 320. Also listed as EDU 322. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Fall.

**EDS 523 Intervention for Academic Learning Problems 3**

Methods and strategies to address academic learning problems for students with mild disabilities in math, reading, language, writing, and spelling. Includes class-wide peer tutoring, active responding, guided notes, precision teaching, direct instruction, Success for All, data-based intervention approaches and other relevant curriculum. Prerequisite: EDS 520/EDU 320. Also listed as EDU 323. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Spring.

**EDS 524 Early Intervention for Special Education 3**

Instructional methods, management strategies and interdisciplinary intervention techniques appropriate for working with children with disabilities from birth to age six in integrated settings. Includes strategies for supporting families and developing individualized family service programs. Prerequisite: EDS 520/EDU 320. Also listed as EDU 424. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Spring.

**EDS 525 Intervention for Attention Deficit and Hyperactivity 3**

Study of educational, medical, behavioral, and social treatments of students with attention-deficit/hyperactivity disorders and learning disabilities. Development of skills required in recognizing, assessing, and planning appropriate interventions. Prerequisite: EDS 520/EDU 320. Also listed as EDS 425. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Spring.

**EDS 526 Intervention for Severe Communication, Sensory and Physical Problems 3**

Methods and strategies for working with students who have severe and multiple disabilities, with emphasis on functional skills, augmentive communication, positioning and handling techniques, mobility, social-skill development and adaptive behaviors. Program planning and implementation. Prerequisite: EDS 520/EDU 320. Also listed as EDU 426. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Fall.

**EDS 536 Intervention through Positive Behavior Support 3**

Emphasis on collaborative teaming to develop and implement school-wide systems for character education and positive behavior support. Fieldwork required. Fall.

**EDS 581 Practicum: Special Education, Early Childhood/K-8 1**

A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 583/EDU 483, Advanced Practicum: Special Education, Early Childhood/K-8. Prerequisites: EDS 520/EDU 320 and EDS 521/EDU 321. Also listed as EDU 481. Application is required. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Grade S/NS. Fall, spring, Jan Term, summer.

**EDS 582 Practicum: Special Education, Middle/High School 1**

A teaching-assistant practicum of 30 hours in a special-education classroom. Concurrent enrollment permissible in EDS 584/EDU 484. Prerequisite: EDS 520/EDU 320 and EDS 521/EDU 321. Also listed as EDU 482. Application is required. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Grade S/NS. Fall, spring, Jan Term, summer.

**EDS 583 Advanced Practicum: Special Education, Early Childhood/K-8 4**

A practicum of 120 hours in a special-education classroom under teacher supervision. Prerequisite: EDS 581/EDU 481 or concurrent enrollment. Application and permission required. Also listed as EDU 483. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Grade S/NS. Fall, spring, Jan Term, summer.

**EDS 584 Advanced Practicum: Special Education, Middle/High School 4**

A practicum of 120 hours in a special-education classroom under teacher supervision. Prerequisite: EDS 582/EDU 482 or concurrent enrollment. Application and permission required. Also listed as EDU 484. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Grade S/NS. Fall, spring, Jan Term, summer.

**EDS 591 Independent Study 1-3****EDS 595 Exit Project 0**

Students submit research papers in formal presentations and for publication. A one-hour-per-week peer-group and advisor feedback meeting is required prior to the official presentation. Fee. Grade S/NS. Fall, spring, Jan Term, summer.

**Education Courses****EDU 500 Topics in Education 1-2**

Current topics for elective courses in graduate education.

**EDU 501 Advanced Educational Psychology 3**

A systematic survey of educational psychology for information principles of practical value to teachers and administrators in the public-school program. The development of personality through counseling and guidance is discussed. Spring, summer.

**EDU 502 Curriculum Development 3**

Curriculum design, development and implementation with emphasis on successful models of practical procedures for planning and operation of instructional programs using P-12 curriculum. Summer.

**EDU 510 Professional Teacher Certificate Pre-assessment Seminar 3**

Participants will assess their teaching skills based on Washington's three standards and 12 criteria and will develop a professional-growth plan designed with a professional-growth team to move them toward professional certification. Prerequisites: bachelor's degree; Residency Teaching Certificate; a position in a public or approved private school in Washington state. Summer.

**EDU 511 Professional-Growth-Plan Implementation 1-4**

Students will implement the professional growth plan by completing action-research projects and by documenting their proficiency in the three standards and 12 criteria required for Washington's professional certificate. Prerequisites: EDU 510 and signatures from the professional-growth team approving the candidate's PGP. Fall, spring.

**EDU 512 Professional Certificate Culminating Seminar 3**

The seminar will provide the opportunity for candidates to demonstrate their competency in the three standards and 12 criteria required for Washington's professional certificate. Prerequisite: EDU 511. Summer.



**EDU 514 Educational Statistics****2**

Study of statistics needed to understand educational research and to do primary research. Jan Term, summer.

**EDU 515 Educational Research****4**

Development of basic research skills; evaluation of current educational research and new knowledge in education. A research paper is required. Includes computer-lab time and development of the research paper. Prerequisites: statistics course or demonstrated competency, unconditional admission and computer literacy. Spring, summer.

**EDU 540 Methods of Teaching Reading****3**

Examination and evaluation of the reading process and current techniques and instruments used in reading instruction. Periodic offering.

**EDU 544 Children's Literature and Language Literacy****3**

Current methods and issues in bringing children and literature together in both individual and group settings. Literature's effect on children's developmental needs is emphasized.

**EDU 545 Writing Rally****1**

A writing experience for K-4 children with their parents. Registrants are required to attend a training session, prepare and conduct two writing sessions, and submit a description and mock-up of a book developed in the writing sessions. Also listed as EDU 445. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Fall.

**EDU 546 Diagnosis and Treatment of Reading Difficulties****3**

Identification and causes of reading problems. Study of diagnostic instruments and intervention strategies used in group and individual situations. Administration and interpretation of standardized and informal assessments. Summer, fall.

**EDU 547 Organization and Administration of Reading Programs****3**

Development, coordination, supervision and administration of district-wide reading programs, including policies and procedures related to textbook adoption, in-service, student placement, grouping, and testing. Periodic offering.

**EDU 548 Reading in Secondary Schools****2**

Development and implementation of classroom reading programs for middle and secondary students, with emphasis on the reading needs and interests of adolescents. Techniques appropriate for extending student comprehension of written information. Periodic offering.

**EDU 550 Core: Milestones in Education****3**

Survey of the history of Western education, with particular attention to the links between education and Christianity and the liberal-arts tradition. Review of current philosophical issues against their historical and intellectual backgrounds. This is an interdisciplinary course. Fall, summer.

**EDU 561 Second-Language Acquisition****3**

Overview of how students acquire a first and second language. Socio-cultural and political factors affecting second-language acquisition. Also listed as EDU 361. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Fall and online.

**EDU 562 English as a Second Language Methodology****3**

Application of language-acquisition theory to the teaching of limited-English-proficient students. Introduction to teaching strategies employing listening, speaking, reading and writing as well as the purpose and administration of language-proficiency assessment. Prerequisite: EDU 561. Also listed as EDU 361. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Fall. Spring, online.



**EDU 563 ESL Methods in Language Arts and Reading 3**

Development and application of methods in teaching literacy to limited-English-proficient students in K-12-level academic areas. Prerequisite: EDU 562. Also listed as EDU 362. (Students in graduate programs must register for a graduate-level course and complete an extra project.) Spring and online.

**EDU 564 Field Experience in ESL Setting 1-2**

Placement in classrooms with limited-English-proficient students to develop ESL teaching competencies. Minimum of 30 hours required. Fall and spring. Online only.

**EDU 565 ESL Assessment & Evaluation 3**

Topics include the assessment, diagnosis, and evaluation of language skills for limited-English-proficient students from entry into the P-12 system until students become proficient in English. Also includes program-evaluation techniques. Spring. Online only.

**EDU 567 Introduction to Intercultural Education 1**

Development of intercultural communication and teaching skills at the culture-general and culture-specific levels of understanding. Examination of the nature and use of power in society and the impact of one's own cultural values, attitudes, and beliefs on K-12 students. Fall and online.

**EDU 571 Technology, Society and Schools 3**

Overview of the impact of technology on society, with an emphasis on public and private schools. Development of leadership skills and decision-making strategies required in technology issues. Content includes planning for technology, understanding of practical and ethical issues, development of presentation skills, and preparation of grant proposals. Periodic offering.

**EDU 591 Independent Study 1-3****EDU 596 Graduate Research Project 3**

This elementary/secondary M.Ed. program capstone project requires a minimum of 120 hours of research and design of specific materials appropriate for use with a designated group of students under the supervision of a Whitworth University supervisor. The project proposal must be approved by the director/chair of GSE, the supervisor/instructor, and the Institutional Review Board. Prerequisite: EDU 515. Letter grade is assigned. Fall, spring, summer.

**EDU 597 Exit Project 0**

Exit-exam information is available through a student's graduate advisor. All projects must be completed prior to the month of a student's degree posting.

**EDU 598 Thesis 6**

Thesis study is directed by a major chair and two committee members. Students register for three semester credits first term, and a letter grade is given by thesis chair for the first three credits when the proposal is approved and committee members have signed. Institutional Review Board approval should be secured if required. Student will enroll for second semester for three additional credits and pay \$50 binding fee. As the thesis nears completion, a formal defense will be scheduled. At the completion of defense and final revisions, thesis is presented in final form with committee members' approval and signatures. Letter grade submitted. Thesis guidelines are available in the GSE office.

# Master in Teaching Program

FACULTY: David Cherry (director), O.J. Cotes, Peggy Johnsen

[www.whitworth.edu/mit](http://www.whitworth.edu/mit)  
[mit@whitworth.edu](mailto:mit@whitworth.edu)

## Graduate Programs

### Elementary Level — 58-62 Semester Credits

### Secondary Level — 49-51 Semester Credits

The Whitworth Master in Teaching Program was initiated in 1989 as a result of the Washington State Legislature calling for alternative teacher-education programs. It was the first such program in the state. Part of a nationwide movement to strengthen America's corps of teachers by putting successful members of society's workforce into teaching positions, MIT programs provide schools with mature teachers who understand the demands of the real world and whose teaching reflects these realities.

Those pursuing this option include professionals who are changing careers, those who are re-entering the work force, and recent graduates of undergraduate institutions. The professors teaching in the program are from both the higher-education level and the K-12 public schools. Coursework and assignments are integrated and are both theoretical and practical. Upon successful completion of the program, candidates earn a Residency Teacher Certificate and a master in teaching degree.

This progressive, performance-based, cohort teacher-certification and master's-degree program extends over 14 months of full-time coursework and a year-long school practicum. This rigorous program is characterized by 1) integration of academic work with an ongoing field experience; 2) programmatic coherence both from course to course and from on-campus to field work; 3) systematic study of classroom practice; and 4) individual self-reflection and renewal. All teacher candidates design a teacher work sample. Through this performance assessment, MIT candidates provide credible evidence of their ability to facilitate and improve student learning. Because of the significance of the TWS, most of the courses in the program address specific standards of the TWS.

### Admission requirements

- willingness to embrace the vision of the MIT Program;
- willingness and commitment to learning in a cohort;
- evidence of successful work with children or youth;
- bachelor's degree in an approved teaching endorsement area;
- grade-point average of 3.0 for the last half of college. Graduate coursework and/or work history will be considered;
- \$35 application fee;
- basic-skills test: WEST-B ([www.west.nesinc.com](http://www.west.nesinc.com) to register online). There are three sections to this test. Two of the three must be passed for provisional admission. All sections must be passed by the end of the fall term (December) for full admission;
- submission of three letters of recommendation. Please have the letters sent directly to the following address:  
Master in Teaching Program  
Whitworth University  
School of Education  
Spokane, WA 99251
- WEST-E subject-matter text;
- submission of the character-and-fitness supplement;
- a written two- to three-page statement on why the candidate has chosen teaching as a profession and why s/he has selected the MIT program at Whitworth University for professional preparation;
- an interview with the MIT faculty;

- a positive recommendation from the MIT faculty following the interview;
- a completed application packet to the Whitworth Master in Teaching Office, including transcripts from all colleges attended.

All admissions to the MIT Program are conditional. Full admittance is granted upon successful completion of summer and fall coursework.

Applications for the program will be accepted through Jan. 15 or until program capacity is reached. It is advisable to apply as early as possible.

For Academic Policies see Page 234.

## General Guidelines

All MIT candidates are registered for coursework by the assistant director of the program, including any additional coursework required for subject-specific certification.

## Master in Teaching Courses

### **EDM 530A Educational Foundations and Critical Issues 1**

The philosophical foundations of education are introduced, and current critical pedagogical and policy issues in education are reviewed. Teacher candidates' dispositions to teach are assessed.

### **EDM 530B Educational Foundations and Critical Issues 2**

Continuation of the course addressing the foundations of education and reviewing the critical issues in education that have an impact upon teaching and learning.

### **EDM 530C Educational Foundations and Critical Issues 1**

Based on knowledge and experience gained during the MIT program, this capstone course presses teacher candidates to reflect about their professional growth and plan for their professional future. As evidence of professional growth and planning, MIT candidates complete a teacher work sample and develop a draft of their professional-growth plan.

### **EDM 531A Exceptional Learners and Differentiated Instruction 2**

This course provides an overview of the exceptional learner and introduces differentiated instructional strategies that address different learners' needs in a regular classroom.

### **EDM 531B Exceptional Learners and Differentiated Instruction. 1**

The emphasis of this portion of the course will be on advanced differentiated instructional and management strategies for use in the regular classroom.

### **EDM 532 Advanced Educational Psychology 2**

Includes improvement of learning and teaching effectiveness, recent developments in human development, child growth and development, human learning and constructivist teaching/instruction.

### **EDM 533A Research and Assessment Part 1 1**

Overview of educational research and analysis of the current educational-research literature. Students are also introduced to action research and effective classroom-assessment strategies.

### **EDM 533B Research and Assessment Part 2 1**

Candidates develop an action-research project based on Washington State Essential Academic Learning Requirements and utilize current research and assessment practices.

### **EDM 533C Research and Assessment Part 3 1**

Analysis of classroom-based assessment data gathered from the action-research project to determine impact on student learning.

- EDM 534 Dealing with Abuse and Neglect** **1**  
Categories, causes and indicators of child abuse and neglect; teachers' legal responsibilities; appropriate techniques.
- EDM 535 Technology in Education** **2**  
Students are taught about technology from a conceptual level as well as how to use technology as a tool in a classroom setting. Students will be able to gain access to information and learn to communicate using technology.
- EDM 536A Introduction to Multicultural/Intercultural Education** **2**  
Examines how attitudes, behaviors and values are shaped; the nature and use of power in society; one's own cultural perspectives; principles of effective multicultural education; cultural influences on learning; and intercultural-communication skill training.
- EDM 536B Field Experience in Multicultural/Intercultural Education** **3**  
A field experience teaching students from a culture other than one's own, designed to increase one's teaching skills across differences. (Full time in a school classroom for approximately a three-week block.) \$50 fee.
- EDM 537 Elementary and Secondary Classroom Management** **1**  
This course provides the classroom-management theories, principles and strategies needed to create a positive learning environment that is culturally sensitive and relevant to the learning needs of all students.
- EDM 538 Teacher-Scholar Seminar** **1**  
On-campus seminars to guide professional development and preparation for job placement.
- EDM 539A Teacher Work Sample** **1**  
MIT candidates begin work on meeting the standards set forth for the teacher work sample. By meeting these standards, the MIT teacher-candidate provides credible evidence of his/her ability to plan for and influence student learning.
- EDM 539B Teacher Work Sample** **1**  
Related to specific TWS standards, MIT candidates gather, combine data and report on the extent to which their plans influenced their students' learning.
- EDM 539C Teacher Work Sample: Reflection and Self-Evaluation** **1**  
The MIT teacher candidate completes and edits the entire TWS document. Part of this process includes developing a draft of the professional growth plan. All candidates participate in a final colloquium at which they present their PGPs and discuss their development as professional teachers.
- EDM 540 Math for MIT** **3**  
Development of number systems, vocabulary and symbolism, current strategies in arithmetic, algebra and geometry.
- EDM 542A-C Concepts in Elementary Social Studies** **1-3**  
These courses introduce the content of U.S. history (EDM 542 A), civics (EDM 542B), and economics (EDM 542C) that are typically taught in grades 1-8 in the state of Washington. Guiding the content are the benchmarks set forth for each grade level as stated in Washington's Essential Academic Learning requirements.
- EDM 542D Concepts in Elementary Social Studies – Pacific Northwest History** **1**  
This course introduces the concepts and content of Pacific Northwest history, typically taught in grades 1-8 in the state of Washington. Guiding the content are the benchmarks set forth for each grade level as stated in Washington's Essential Academic Learning Requirements.

- EDM 543 Language Literacy in the Elementary School** 4  
This course examines processes, methods, approaches and materials for teaching literacy in the elementary schools.
- EDM 544 Elementary Methods, Currrent Development, Classroom Management and Social Studies Methods** 5  
Candidates learn to do the following: 1) understand, apply and demonstrate the learning methods, strategies, assessment tools and needs of the elementary learner, including curriculum integration and unit and lesson planning; and 2) investigate and analyze current trends in social-studies methods, including geography and instruction in the elementary setting.
- EDM 545A Elementary Art Methods** 1  
Emphasis on the art experience. The student will become aware of his/her own judgments and biases relating to art. The use of different media, integration of art into other content areas, and process/product will be studied. The student will become familiar with terminology, will gain knowledge in various art programs, and will learn how to teach art skills and concepts to elementary-school children.
- EDM 545B Elementary Mathematics Methods** 1  
Candidates become familiar with various learning theories, teaching strategies and concepts, the remediation of students' math skills, and lesson design. Students learn mathematical concepts and how to apply them.
- EDM 545C Elementary Science Methods** 1  
The goal of this course is twofold: 1) to provide students with an overview of current methods, and 2) to begin a resource collection of grade-level specific science content, activities, assessments, resources and references for use during the teacher-scholar practicum.
- EDM 545D Elementary Music Methods** 1  
Curriculum and methods for teaching music in the elementary school. Procedures and materials for teaching music in the self-contained elementary classroom.
- EDM 545E Elementary Physical-Education and Health-Education Methods** 1  
Methods for teaching physical education and health education in the elementary school. Current methods and materials used in developing the elementary curriculum and in teaching the appropriate activities for each grade level.
- EDM 547A Elementary Teacher Scholar Practicum** 2  
A part-time teaching practicum in the elementary-school classroom.
- EDM 547B Elementary Teacher Scholar Practicum** 10  
Full-time student teaching in the assigned public elementary-school classroom.
- EDM 547C Elementary Teacher Scholar Practicum** 2  
Half-time student-teaching in the assigned public elementary-school classroom from mid-May until the last week of school; full time during the last week.
- EDM 551 Writing in the Secondary Schools** 1  
Using concepts and content set forth in Washington's Essential Academic Learning Requirements, secondary candidates learn to integrate writing into the content they teach.
- EDM 552 Seminar on Secondary Education Issues and Topics** 1  
This seminar introduces secondary-teacher candidates to many of the most critical issues and challenges they will face.



**EDM 553 Reading in Secondary Schools****2**

Literacy theory and effective teaching practices for presenting reading comprehension assignments in the content areas. Candidates learn how to enhance their students' ability to "read to learn" the specific academic content.

**EDM 554 Secondary General Methods****4**

Basic theory and strategies needed to plan and deliver effective culturally sensitive daily lesson plans and units of study; information on how to use assessment strategies that diagnose both the learning and teaching.

**EDM 555A-H Secondary-Education Methods****1**

Specific methods in certification and endorsement area(s). Each course takes place in the public schools.

**EDM 557A Secondary-Teacher-Scholar Practicum****2**

A teaching experience that begins when the MIT student reports in late summer and then moves to half time after MIT classes begin.

**EDM 557B Secondary-Teacher-Scholar Practicum****10**

Full-time student teaching in the assigned public secondary-school classroom.

**EDM 557C Secondary-Teacher-Scholar Practicum****2**

Half-time student teaching in the assigned public secondary-school classroom from mid-May until the last week of school; full time during the last week.



# School of Global Commerce & Management

## Graduate Studies in Business

The School of Global Commerce & Management comprises the department of economics & business, the organizational management program (a program for the adult learner seeking a baccalaureate degree), and the following graduate-degree programs: master of business administration (MBA), MBA in international management, and master of international management (MIM).

FACULTY: Mary Alberts (director), Craig Hinnenkamp, Walter Hutchins, Doug Laher, Karla Morgan, Heather Rogers, Brad Sago, Richard Schatz

[www.whitworth.edu/sghcm](http://www.whitworth.edu/sghcm)  
[gshb@whitworth.edu](mailto:gshb@whitworth.edu)

The School of Global Commerce & Management seeks to equip students to serve and lead successfully in business throughout the world via a rigorous, collaborative, values-based education.

**Vision in Action:** As part of our vision, the School of Global Commerce & Management students will have done the following by the time they obtain their graduate degrees:

- Received comprehensive training and education in business and management with an international emphasis
- Developed an understanding of the nature and complexities of business decision-making in times of change and uncertainty.
- Participated in an academic culture in which students learn through relational interaction with outstanding faculty who are highly qualified as scholars and practitioners, from each other, and from other stakeholders (alums and other business professionals) of the university through challenging, relevant and diverse teaching methods
- Joined top-quality students who are not only interested in becoming competent in traditional business disciplines, but who want to live out lives of distinction and meaning as world citizens in an ever-changing, competitive environment
- Gained practical business experience through application, while developing essential communication, interpersonal and leadership, and critical-thinking skills
- Further develop character, integrity, and a capacity for ethical analysis and judgment so important to an increasingly complex, diverse and globalizing world
- Enhanced their value in the employment marketplace
- Connected to a world-wide alumni network

## Programs and Curricular Focus

The School of Global Commerce & Management is recognized as an academic leader in preparing graduate students to compete successfully in today's international marketplace. Our goal is to provide comprehensive training and education for the business leaders of tomorrow, based on the dynamic globalizing environment of business in the 21st century. Courses in finance, ethics, operations and project management, marketing, technology, law and communications are designed to give students the business skill-sets needed to be competitive in the job market, while developing their intercultural intelligence and expanding their knowledge of world markets. Evening seminar-style courses offer students the choice of full-and part-time study. Full-time enrollment of two courses per each six-week module provides students the opportunity to earn an MBA or MIM degree in 12 months. Part-time enrollment allows a student to take only one course each module and still complete his or her degree in less than two years. A special five-year MBA program is available to students wanting to complete their undergraduate and graduate degrees at Whitworth within five years. Students in this

program may be exempt from taking the GMAT exam for admission to the MBA program. The faculty of the School of Global Commerce & Management is committed to sharing its expertise with students of all ages and levels of experience.

### Special Features of the MBA Program:

- Unique design for full- or part-time study
- Courses taught by experienced Whitworth faculty and area business professionals
- Prepares students with a range of managerial and financial competencies required by today's employers
- Evening seminar-style classes, with textbooks included in tuition

### MBA Degree Requirements (38)

MB 501	Organizational Behavior and Leadership.....	3
MB 502	Managerial Economics.....	2
MB 505	Managerial Accounting .....	3
MB 506	Business and Organizational Ethics .....	2
MB 509	Information Technology.....	2
MB 510	Corporate Finance I .....	2
MB 513	Operations and Project Management .....	3
MB 514	Corporate Finance II .....	2
MB 517	Managerial Statistics and Decision Models .....	3
MB 518	Intercultural Business Communications .....	2
MB 521	Political Environments for Business.....	2
MB 522	International Economics .....	2
MB 525	International Transactional Law .....	3
MB 526	Integrated Marketing Strategies .....	2
MB 529	Global Strategic Management .....	3
MB 530	Entrepreneurship .....	2

### Special Features of the MIM Program:

- Intercultural focus in all student experiences, including internationally connected faculty, innovative and interactive teaching styles, culturally diverse student cohorts, and team study
- Innovatively integrated with Whitworth's MBA curriculum, the MIM degree program grounds students in essential business-management skills while helping them to develop effective intercultural competencies
- Practical knowledge of a foreign language for business, management, and cross-cultural relationship building
- Overseas study centers throughout the world for academic exchange and language immersion
- International alumni network

### MIM Degree Requirements (38)

MB 501	Organizational Behavior and Leadership.....	3
MB 506	Business and Organizational Ethics .....	2
MB 509	Information Technology.....	2
MB 513	Operations and Project Management .....	3
MB 517	Managerial Statistics and Decision Models .....	3
MB 518	Intercultural Business Communications .....	2
MB 521	Political Environments for Business.....	2
MB 522	International Economics .....	2
MB 525	International Transactional Law .....	3
MB 526	Integrated-Marketing Strategies.....	2
MB 529	Global Strategic Management .....	3
MB 530	Entrepreneurship .....	2
IM 540-545	Foreign Language for Managers.....	9

## Foreign Language

Foreign-language instruction is offered in small groups focusing on business vocabulary at the more advanced levels. For advanced placement, entering students will take a foreign-language placement test. Any of the three-credit language courses may be taken overseas through an accredited program. Special arrangements must be made in advance.

Languages currently being offered include Arabic, Japanese, Spanish, French, Chinese, German, and other languages as needed.

IM 540	Elementary Language for Managers I
IM 541	Elementary Language for Managers II
IM 543	Intermediate Language for Managers I
IM 544	Intermediate Language for Managers II
IM 545	Advanced Language for Managers

## Special Features of the MBA in International Management Program:

- Enhances student competitiveness by combining the benefits of an MBA degree with specialization in a foreign language and international management
- Practical knowledge of a foreign language for business transactions, management, and cross-cultural relationship building
- Overseas study centers throughout the world for academic exchange and language immersion
- International alumni network

## MBA in International Management Degree Requirements

(47)

MB 501	Organizational Behavior and Leadership.....	3
MB 502	Managerial Economics.....	2
MB 505	Managerial Accounting .....	3
MB 506	Business and Organizational Ethics .....	2
MB 509	Information Technology.....	2
MB 510	Corporate Finance I .....	2
MB 513	Operations and Project Management .....	3
MB 514	Corporate Finance II .....	2
MB 517	Managerial Statistics and Decision Models .....	3
MB 518	Intercultural Business Communications .....	2
MB 521	Political Environments for Business .....	2
MB 522	International Economics .....	2
MB 525	International Transactional Law .....	3
MB 526	Integrated Marketing Strategies .....	2
MB 529	Global Strategic Management .....	3
MB 530	Entrepreneurship .....	2
IM 540-545	Foreign Language for Managers.....	9

## Faculty

Faculty members are active in the field of international business and management studies and bring practical business and cross-cultural experience to the classroom. Faculty members engage in research and consulting for governments and corporations locally and throughout the world. Qualified business practitioners from the community bring added expertise and experience to the classroom through special courses, guest lectures, workshops, and supervision of internships, special projects, and business-plan development.

## Application Procedures and Admission Criteria

Admission decisions are based on an applicant's undergraduate academic record, recommendations, prior experience, graduate examination (GMAT or GRE) score, and approved English-language exam (TOEFL) score for students whose native language is not English. Students may also be invited for an interview.



The following guidelines apply:

1. Transfer courses from other graduate programs will be assessed carefully and, typically, only six semester credits or 10 quarter credits will be considered for transfer as a student enters the MIM or MBA programs.
2. A TOEFL score of at least 213 (550 computer-based or 79 Internet-based TOEFL) or a 6.5 IELTS score is required for students who are not native speakers of English, unless a student has received a bachelor's degree from an accredited U.S. college or university.
3. A GMAT score of a minimum of 500 is generally required for admission to the MBA programs. However, the committee takes a holistic perspective in their review. Appropriate consideration is given to all components of the application packet. Students applying to the MIM program may submit either a GMAT or GRE score for admission.
3. All applicants must hold a bachelor's degree from an accredited or chartered college or university. Students holding a bachelor's degree, or equivalent, from a college or university outside of the United States may be asked to submit their transcripts to an independent transcript-evaluation agency for review.

## Prerequisites

Undergraduate introductory courses in the following disciplines are generally required for admission to the MBA, MIM, and MBA in international management programs:

- Accounting
- Microeconomics
- Macroeconomics
- Marketing
- Statistics
- Finance

## Application Procedures

Submit the following:

- MIM or MBA Application for Admission
- \$35 (U.S.) non-refundable application fee (please make checks payable to Whitworth University)
- One-page, typed essay stating your purpose for wanting to enter the MIM or MBA program. Please explain how this relates to your short-term and long-term goals.
- Two complete recommendation forms from persons who have worked closely with you and are familiar with your academic and/or professional background
- Official transcripts from ALL colleges or universities you are now attending or have previously attended. Photocopies/unofficial copies will not be accepted. Originals must be sent to the SGCM office at Whitworth University directly from the granting college or university registrar.
- Official GRE or GMAT score reports sent directly to the SGCM office at Whitworth University from the Educational Testing Service. To request GMAT scores, contact GMAT, Educational Testing Service, Box 6103, Princeton, NJ 08541-6103. To request GRE scores, contact GRE, Educational Testing Service, Box 6000, Princeton, NJ 08541-6000. The Whitworth University code is 4953
- Professional résumé that highlights your work experience, significant achievements and responsibilities

Non-U.S. citizens must also include:

- Official TOEFL score report sent directly to the SGCM Office at Whitworth University from the Educational Testing Service. To request your TOEFL score, contact TOEFL, Box 6153, Princeton, NJ 08541-6153 USA This score is required of all non-native English speakers. For general information, write to TOEFL, Box 6151, Princeton, NJ 08541-6151 U.S.A.
- Completed International Student Financial Statement form with supporting verification documents (including evidence of adequate available financial



resources to attend Whitworth)

- Affidavit of financial support is required from students whose financial resources are supplemented in part or wholly by someone other than themselves.

Non-degree-seeking students may be asked to meet the same requirements expected of degree candidates. Class enrollment is on a space-available basis, giving priority to degree-seeking students. Non-matriculating students are generally limited to six credits in the MIM or MBA programs before being expected to make application.

International Students: In some cases, additional English-language study may be recommended, although such coursework does not apply toward the MIM or MBA degrees.

## Academic Policies

### Academic Standards

1. A minimum of 38-47 credits in approved courses, following a signed degree plan, is required for all master's degrees. This is in addition to any prerequisites.
2. Documentation of experience will be required of anyone petitioning to substitute experience for prerequisites.
3. "Incomplete" grades are given only in emergency situations. Other situations that may warrant an Incomplete are language courses that do not coincide with the regular schedule, or internships or special projects that continue past the originally planned date of completion. The Incomplete is to be made up by six weeks into the next fall or spring semester. If satisfactory progress is not made on completing the required work, an appropriate final grade will be awarded.
4. To be considered a full-time student in the MIM or MBA programs, a student must complete at least six credits within the academic semester at the university. International students are required to be enrolled for each module to maintain full-time status in compliance with immigration guidelines.
5. A student may apply six semester credits of MIM or MBA coursework taken as a non-degree enrollee for completion of the degree. After completion of at least two courses with non-degree status, the student is encouraged to make formal application for degree standing. Workshops, correspondence courses, seminars, video courses, and independent studies may not be transferred in from another college or university; nor may a course be transferred in if a grade of "C" or lower or a grade of "Pass" was assigned.
6. No credit toward a master's degree or certification program will be allowed for a course in which the student receives a grade of "C-" or lower. Courses in which a grade of "C-" or lower is earned, if required for the degree, must be repeated. Following any term/module in which a student's cumulative grade-point average is below 3.0, the student may be placed on academic probation. The student will be dismissed from the graduate program if three grades of "C+" or lower are accumulated, or if it is necessary for the student to be placed on academic probation more than twice.
7. Credits toward a graduate degree must have been completed within six years of the program's completion.
8. Students are required to be in residence during the last semester before completion of course credits other than internships, projects or international exchange. Student must petition for exceptions.

### Admission and Expulsion

1. Students who take no courses leading to the completion of their master's degree within a one-year period will be placed on inactive status. Should inactive students return to active status, they may be responsible for any new university or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of respective program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.

3. Whitworth University reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members or guests to their classes except in an emergency and with the permission of the instructor.

## Appeals

1. The right of appeal, in the following order, is available for students who feel they have been unfairly graded:
  - a. the instructor of the course;
  - b. the program director;
  - c. the dean of the school;
  - d. the associate dean for academic affairs (or his/her designee).
2. Appeals for admission, suspension or expulsion  
 Discuss issue first with the director of graduate studies in business; the right of appeal becomes available to all students if the appeal is presented in writing within three weeks of the incident, in this order:
  - a. to the program director;
  - b. to a committee composed of the dean of the school, director/chair of the program, and representatives of the program;
  - c. to the Educational Review Board.

## Registration

1. Registration each semester is submitted by the SGCM program assistant. It is based on a program plan that each student sets up with the director upon entrance to the program. This plan is reviewed at the beginning of each term.
2. It is the student's responsibility to notify the registrar's office to drop or add a course. A student who officially drops or withdraws from classes during the course of the term is eligible for an adjustment of charges as follows:
 

First week	100 percent
Second week	80 percent
Third week	40 percent
3. No refunds are given after the third week of class. If you receive a 100-percent refund and have already received the books for the course, you will be responsible for paying back the cost of the books directly to the School of Global Commerce & Management, unless books are returned in new condition (as determined by the university bookstore).

## Graduation Procedures

Students must file an application for graduation in the Whitworth School of Global Commerce & Management Office by Feb. 1 in the year during which they will be completing their degree. Application for Graduation forms are available in the SGCM office. Degree audits are available prior to each registration period or online at any time. Students must petition to participate in the May ceremony if all requirements will not be completed by the end of spring semester. Detailed graduation information will be sent to all students who have applied to graduate. Formal graduation takes place in mid-May.

## Business Administration Course Descriptions

### **MB 501 Organizational Behavior and Leadership**

**3**

Practical issues of leadership and management in the context of different cultures, including study of Total Quality Management. Topics include leadership dynamics, group motivation, architecture of organizations, and comparative management techniques based on the patterns of organizational behavior in the U.S. and other countries.

### **MB 502 Managerial Economics**

**2**

Surveys the fundamental principles of microeconomics and illustrates how these principles apply to managerial decision-making. The course analyzes how firms make decisions based on their profit potential. Case studies and other applications to real-world industries are key elements.

- MB 505 Managerial Accounting** 3  
Focuses on managerial decision-making and internal reporting using accounting information and various analytical tools. Current issues in managerial accounting as well as case analysis will be integral components.
- MB 506 Business and Organizational Ethics** 2  
Explores ethical implications of practices in modern and traditional societies. Emphasizes value issues relating to bribes, advertising and sales, quality control, environmental standards, community involvement and philanthropy, truthfulness and censorship.
- MB 509 Information Technology** 2  
Provides an understanding of evolving Internet technologies primarily by exploring the business implications of these developments. In addition to acquiring basic skills for creating personal and business electronic presence on the World Wide Web, students will re-examine fundamental processes of business as it is performed in cyberspace, in contrast to the marketplace.
- MB 510 Corporate Finance I** 2  
Corporate capital structures, including weighted-average cost of capital and its effect on net present value, internal rate of return and other capital budgeting tools. Other topics will include basic corporate treasury operations: financing instruments, cash-management, executive compensation, corporate-dividend policies, repurchases of stock/debt, and dealing with rating agencies.
- MB 513 Operations and Project Management** 3  
Overview of contemporary project-management techniques. Covers the quantitative tools used in making decisions and analyses involving the management of all aspects of operations in both large and medium-sized product and service organizations.
- MB 514 Corporate Finance II** 2  
Financial effects and outcomes of mergers and acquisitions (including dilution), managing foreign-currency operations, hedging, IPOs, private-equity funding, bankruptcy, taxation, and venture-capital markets.
- MB 517 Managerial Statistics and Decision Models** 3  
An examination of the role of research in managerial and organizational planning and decision-making, including various research approaches and designs. Reviews, methodologies, techniques, and examples that aid in sound strategic-management practices.
- MB 518 Intercultural-Business Communications** 2  
Fine-tune skills in communication within the culture of international business. Exploration of the meaning of "culture" and practical strategies on how to communicate and work more effectively with people from other cultures.
- MB 521 Political Environments for Business** 2  
Study of the structure of domestic and international political, economic and legal systems important to analyzing country and political risk for business.
- MB 522 International Economics** 2  
Theory and comparative study of economic growth and development in Third-World countries; roles of government, private sector, non-government organizations and international agencies in economic development; practical training in project evaluation.
- MB 525 International Transactional Law** 3  
Development of a working and conceptual knowledge of international transactional law for use in the student's personal and professional growth. Includes relevant ethical, moral, social and political issues.

**MB 526 Integrated Marketing Strategies****2**

Managerial marketing concepts applied in industrialized countries. Global marketing activities related to both strategic and tactical solutions. Options range from agents to direct foreign investment. Consideration of initial entry phase to expansion and global rationalization for both large and small entities. Characteristics, trends, opportunities, market research, planning and control issues. Interaction through market/product analysis projects and case studies.

**MB 529 Global Strategic Management****3**

This capstone course in the MBA and MIM programs focuses on case studies, simulations, and lectures/presentations to help understand the changing dynamics of strategy and implementation for MNCs and small business entities by examining the balance of global-scale efficiency, target-market responsiveness, and worldwide learning and innovation.

**MB 530 Entrepreneurship****2**

A practical hands-on consulting experience in which students work with local entrepreneurs in developing U.S. and international business plans and competing for sustainable financing of a small business.

**IM 590 Internship****2-4**

Overseas or local internships may be arranged through program advisors and the institute's director. Internship includes final written report and presentation that reviews learning and research conducted during the internship and integrates previous coursework into the final summary. Internships can be taken for additional credit, but may not substitute for required coursework.

**IM 598 Special Project****2-4**

Market research or similar project approved by graduate advisor and program director. A final written report and presentation is required. Projects can be taken for additional credit, but may not be substituted for required coursework.





# Administration

*Date shown is the year in which the administrator began at Whitworth*

William P. Robinson, Ph.D., University of Pittsburgh, M.A., Wheaton College, B.A., University of Northern Iowa, President (1993)

Mary A. Alberts, M.A.S., Johns Hopkins University, B.A., University of Iowa, Director of Graduate Studies in Business (2002)

Christie P. Anderson, M.B.A., B.A., Eastern Washington University, Washington State CPA license, Director of Organizational Management Degree Completion Program (2001)

Kristine A. Burns, M.A., B.A., Washington State University, Vice President for Institutional Advancement (1997)

Hans E. Bynagle, Ph.D., Columbia University, M.L.S., Kent State University, B.A., Calvin College, Director of Library (1983)

Dayna Coleman, M.Ed., Whitworth College, B.A., University of California, Los Angeles, Assistant Dean of Students and Director of Student Activities/ASWC/Campus Center (1988)

Joseph Dinnison, B.A., Whitworth College, Director, Director of Development and Gift Planning (2002)

Elsa C. Distelhorst, B.S., Wheelock College, Director of Development for Major Gifts (1985)

Marisha Hamm, B.S., Montana Tech of University of Montana, Manager of Environmental Health, Safety and Security (2005)

Marianne Hansen, B.A., Whitworth College, Director of Admissions (1986)

James Hayford, M.A., Claremont Graduate School, B.A., Azusa Pacific University, Associate Professor of Kinesiology and Head Men's Basketball Coach, Director of Development for Major Gifts (2002)

Dolores Humiston, M.A., Gonzaga University, B.A. Eastern Washington University, Director of Human Resources (2003)

Robert Hutchinson, B.A., Whitworth College, Director of Development for Major Gifts (2002)

Michael T. Ingram, Ph.D. M.A., Ohio University, B.A. Carson-Newman College, Professor of Communication Studies, Associate Dean for Faculty Development and Scholarship (1988)

Sue Jackson, M.A., Indiana University, B.A., University of Cape Town, Director of International Education Center (1986)

Gordon Jacobson, M.B.A., John E. Anderson Graduate School of Business, University of California, Los Angeles, B.M., Washington State University, Director of Career Services (1990)

Edward Kelly, M.P.A., George Washington University, MSME, Naval Postgraduate School, BSME, U.S. Naval Academy; Director of Facilities Services (2005)

Beverly S. Kleeman, M.B.A., Webster University, B.B.A., McKendree College, Registrar (2006)

Michael K. Le Roy, Ph.D., Vanderbilt University, B.A., Whitworth College, Professor of Political Science, Vice President for Academic Affairs and Dean of Faculty (2002)

Nancy G. Loomis, B.A., Washington State University, Manager of College Bookstore (1989)

Esther Louie M.S., B.A., University of Idaho, Assistant Dean for Intercultural Student Affairs (1999)

Richard G. Mandeville, Ph.D., M.A., B.A., University of Northern Colorado, Associate Dean of Students and Director of Residence Life (1990)

Terence P. McGonigal, Ph.D., M.Div., Fuller Theological Seminary, B.A., University of California, San Diego, Dean of the Chapel/Campus Pastor (1994)

Scott A. McQuilkin, Ph.D., The Pennsylvania State University, M.Ed., B.A., Whitworth College, Director of Athletics, Professor of Physical Education (1985)

Luz Merkel, M.B.A., University of Idaho, B.S., University of Honduras, Controller (1997)

Jackie R. Miller, M.S., Eastern Washington University, B.A., University of Washington, Director of Information Systems (1988)



Terry Rayburn Mitchell, B.A., Whitworth College, Senior Editor for Office of University Communications (1983)

Jan Murray, B.S.N., Lewis-Clark State College, M.Ed., University of Idaho, Director of the Health & Counseling Center (1992)

Cathy Muzatko, M.Ed., B.A., Whitworth College, Director of Educational Certification and Career Services (2004)

Holly Norton, B.S. Linfield College, Director of Development, Planned Giving (2000)

Terry Norton, B.A., Central Washington University, Associate Director of Information Systems (1995)

Wendy Z. Olson, M.S., California State University, Hayward, B.A., Westmont College, Director of Financial Aid (1992)

Gregory Orwig, M.P.A., University of Washington, B.A., Whitworth College, Director of University Communications (1999)

Kenneth D. Pecka, M.S., Eastern Washington University, B.A., Whitworth College, Director of Instructional Resources (1989)

Raymond Peyron, M.Ed., B.S. Idaho State University, Assistant Director of Maintenance and Engineering (2002)

Frederick R. Pfursich, Th.M., M.Div., Fuller Theological Seminary, B.A., University of South Florida, Dean of Enrollment Service (1990)

Garrett Riddle, B.A., Washington State University, Associate Director and Managing Editor for the Office of University Communications (1997)

Andrea Saccoccio, M.Div., Fuller Theological Seminary, B.A., Western Maryland College, Associate Chaplain (2002)

Todd Sandberg, M.S., Boise State University, B.A., Pacific Lutheran University, Assistant Professor of Kinesiology, Assistant Athletic Trainer, and Director of the Fitness Center (2002)

Barbara Sanders, Ed.D., Washington State University, M.I.T., Whitworth College, B.S., Montana State University, Associate Professor of Education, Associate Dean of Instruction (1997)

Steven Schadt, M.S., West Virginia University, B.A., Whitworth College, Assistant Professor of Kinesiology, Director of the Aquatics Center and Head Swim Coach (2003)

Stacey Kamm Smith, M.A., Fuller Theological Seminary, B.A., Whitworth College, Associate Vice President of Institutional Advancement (1996)

Dale E. Soden, Ph.D., M.A., University of Washington, B.A., Pacific Lutheran University, Professor of History, Director of C. Davis and Annette Weyerhaeuser Center for Christian Faith & Learning, Special Assistant to the President for Strategic Planning, Executive Assistant to the President, (1985)

Dennis W. Sterner, Ed.D., University of Montana, M.Ed., B.S., Millersville University of Pennsylvania, Professor of Education, Dean of the School of Education (1988)

Kathleen Harrell Storm, Ph.D., M.A., Fuller Theological Seminary, M.S., Indiana University, B.A., Wheaton College, Professor of Psychology, Vice President for Student Life and Dean of Students (1992)

Janelle Thayer, M.A., L.M.H.C., Gonzaga University, B.A., George Fox University, Director of Counseling Services (1991)

Steve Thompson, M.A., Wheaton College, B.S., Washington State University, Director of Capital Projects (2000)

Deborah L. Tully, M.Ed., University of San Diego, A.C., Administrative Certificate, Portland State University, Director of Degree Completion, Elementary Teacher Certification Program (1997)

Cheryl Florea Vawter, M.A., California State University, B.A., Whitworth College, Director of Continuing Studies (1990)

Gordon Watanabe, Ed.D., Washington State University, M.Ed., B.A., Whitworth College, Professor of Education, Special Assistant to the President for Intercultural Relations (1992)

Gary D. Whisenand, M.A., University of California, Riverside, Th.M., M.Div., Talbot Theological Seminary, B.A., Whittier College, Director of Institutional Research (1992)

Tad M. B. Wisenor, M.U.R.P., Eastern Washington University, B.A., Whitworth College, Director of Annual Giving, Alumni, Parent & Church Relations (1992)

# Faculty

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Angeles Aller, Ph.D., Gonzaga University, M.A.T., Whitworth College, B.A., Eastern Washington University, Associate Professor of Spanish (2004)

Forrest E. Baird, Ph.D., M.A., Claremont Graduate School and University Center, M.Div., Fuller Theological Seminary, B.A., Westmont College, Professor of Philosophy (1978)

Philip Baldwin, D.M.A., Ohio State University, M.Mus., University of Akron, B.Mus., Boston University, Assistant Professor of Music (2005)

Keith E. Beebe, Ph.D., University of Aberdeen, Scotland, M.Div., Fuller Theological Seminary, B.A., Albertson College of Idaho, Assistant Professor of Theology (2001)

Richard H. Bishop, Ph.D., University of Utah, M.B.A., University of Houston, M.S., University of Nevada, B.S., University of Houston, Assistant Professor, Mathematics (2002)

Laura J. Bloxham, Ph.D., M.A., Washington State University, B.A., Whitworth College, Professor of English (1975)

E. Victor Bobb, Ph.D., D.A., M.A., University of Oregon, B.A., Washington State University, Professor of English (1986)

Gregg M. Brekke, M.A., University of Montana, B.A., Whitworth College, Assistant Professor, English for International Students, Modern Languages (1999)

Kerry Breno, Ph.D., M.S., University of Oregon, B.S., University of Portland, Assistant Professor of Chemistry (2004)

Benjamin C. Brody, D.M.A., University of Washington, M.Mus., University of Washington, B.A., Whitworth College, Assistant Professor of Music (2003)

Patricia Bruininks, Ph.D., M.Sc., University of Oregon, B.A., Hope College, Assistant Professor of Psychology (2007)

Drew Budner, Ph.D., South Dakota State University, B.S., Adams State College, Assistant Professor of Chemistry (2006)

Nancy A. Bunker, M.A., Eastern Washington University, M.A., University of Denver, B.A., Washington State University, Associate Professor, Coordinator of Reference Services, Library (1997)

John S. (Jack) Burns, Ph.D., M.A., B.A., Washington State University, Professor of Management and Leadership Studies (1997)

Sean D. Bushey, M.S., Eastern Washington University, B.S., Belhaven College, Assistant Professor of Kinesiology, Head Men's & Women's Soccer Coach (1998)

Elisabeth H. Buxton, M.A., University of Virginia, Assistant Professor of German (1994)

Hans E. Bynagle, Ph.D., Columbia University, M.L.S., Kent State University, B.A., Calvin College, Professor, Director of Library (1983)

Frank Caccavo, Jr., Ph.D., University of Oklahoma, M.S., University of New Hampshire, B.S., Long Island University, Southampton, Associate Professor of Biology (2000)

Lee Anne Chaney, Ph.D., University of New Hampshire, M.A., University of Arkansas, B.S., Beloit College, Associate Professor of Biology (1980)

Nadine R. Chapman, Ph.D., Gonzaga University, M.F.A., Eastern Washington University, M.A., University of Idaho, B.A., Lewis-Clark State College, B.S., Washington State University, Assistant Professor of English (1998)

David E. Cherry, Ph.D., Claremont Graduate School, M.A., B.A., San Diego State University, Professor of Education and Director, Master in Teaching Program (1995)

Robert A. Clark, Ph.D., Washington State University, M.S., University of Oregon, B.A., Whitworth College, Professor of Sociology (1970-73, 1987)

Lyle Cochran, Ph.D., M.S., Washington State University, B.S., Oregon State University, Professor of Mathematics (1995)

Heather Crandall, Ph.D. Candidate, M.A., B.A., Washington State University, Assistant Professor of Communication Studies (2004)

Virgil A. Dedas, Ph.D., University of Kentucky, M.A., University of North Carolina, B.A., Wofford College, Professor, Library (1979)

Michael J. Ediger, M.S., University of Oregon, B.S., University of Nevada, Assistant Professor of Kinesiology (1999)

Brent Edstrom, M.Mus., Eastman School of Music, B.M., Washington State University, Associate Professor of Music (2001)

James R. Edwards, Ph.D., Fuller Theological Seminary, M.Div., Princeton Theological Seminary, B.A., Whitworth College, Professor of Theology (1997)

Marcia B. Erb, M.A., Eastern Washington University, B.A., Michigan State University, Assistant Professor of English, Director of Writing Center (1988)

Barbara E. Filo, M.A., Eastern Washington University, M.A.T., Whitworth College, B.S., Arkansas Technical University, Associate Professor of Art (1985)

Jolene Fisher, M.S., B.S., Eastern Washington University, Instructor of Kinesiology (2004)

Warren D. Friedrichs, Ph.D., University of Oregon, M.S., Eastern Michigan University, B.S., Concordia Teachers College, Professor of Kinesiology (1985)

Martha A. Gady, M.Sc., Texas A & M University, B.S., Seattle Pacific University, Associate Professor of Mathematics (1984)

Marc A. Hafso, D.M.A., Michigan State University, M.M., University of Arizona, Tucson, B.A., Pacific Lutheran University, Professor of Music (2003)

Daman Hagerott, Ph.D., Gonzaga University, M.Ed., Eastern Washington University, B.A., Pacific Lutheran University, Associate Professor of Kinesiology (1993)

Deborah J. Hansen, D.M.A., Arizona State University, M.A., California State University, Fullerton, B.A., Occidental College, Associate Professor of Music (1996)

Jim Hayford, M.A., Claremont Graduate School, B.A., Azusa Pacific University, Associate Professor of Kinesiology and Head Men's Basketball Coach (2001)

Kevin Heid, Ph.D., Washington State University, M.Ed., Whitworth, B.A., Washington State University, Assistant Professor of Education (2002)

Karin Heller, Ph.D., University of Paris – Sorbonne-Paris IV, D.D., Pontificia Universita Lateran University, Rome, Dr. theol. habil., Ludwig-Maximilians – University of Munich, Associate Professor of Theology (2003)

Kim Hernandez, B.A., Central Missouri State University, Instructor of Spanish (2004)

Helen Higgs, M.Ed., University of Utah, B.Ed., University of Oregon, Assistant Professor of Kinesiology, Head Women's Basketball Coach and Assistant Athletics Director for Eligibility (1994)

Craig Hinnenkamp, Ph.D., M.A., Gonzaga University, M.A., Gonzaga University, B.S., Washington State University, Assistant Professor (2003)

Carol A. Hollar, M.Ed., Gonzaga University, B.S., Whitworth College, Associate Professor of Education (1986)

Jennifer Holsinger, Ph.D., M.A., University of Washington, B.A., Seattle Pacific University, Assistant Professor of Sociology (2004)

M. Richard Horner, Ph.D., Gonzaga University, M.A., Washington State University, B.A., Whitworth College, Professor of Theatre (1985)

James B. Hunt, Ph.D., M.A., B.A., University of Washington, Professor of History (1973)

Michael T. Ingram, Ph.D., M.A., Ohio University, B.A., Carson-Newman College, Associate Professor of Communication Studies (1988), Associate Dean of Faculty Development and Scholarship (2005)

Gordon S. Jackson, Ph.D., Indiana University, M.A., Wheaton College, B.A., University of Cape Town (South Africa), Professor of Communication Studies (1983), Associate Dean for Academic Affairs (1998), Professor of Communication Studies (2005)

Kent L. Jones, Ph.D., M.S., Washington State University, B.S., Walla Walla College, Professor of Computer Science (1995)

Daniel C. Keberle, D.M.A., Arizona State University, M.Mus., B.Mus., Indiana University, Professor of Music (1988)

Scott M. Kolbo, M.F.A., University of Wisconsin, Madison, B.F.A., Boise State University, Associate Professor of Art (2000)

Douglas Laher, M.B.A., Regis University, B.B.A., University of Wisconsin, Eau Claire, Assistant Professor of Business (2002)

Laurie J. Lamon, Ph.D., University of Utah, M.F.A., University of Montana, B.A., Whitworth College, Associate Professor of English (1991)

John M. Larkin, Ph.D., M.A., University of Rochester, B.S., Pacific Lutheran University, Assistant Professor of Physics (2003)

Melinda J. Larson, M.S., Florida International University, B.A., Whitworth College, Head Athletic Trainer and Associate Professor of Kinesiology (1995)

Margie Ness LaShaw, C.P.A., M.A., Washington State University, B.S., University of Idaho, Associate Professor of Accounting (1988)

Lisa M. Taylor Laurier, Ed.D., M.Ed., M.A., Northern Arizona University, B.A., University of Redlands, Associate Professor of Education (2003)

Michael Le Roy, Ph.D., Vanderbilt University, B.A., Whitworth College, Professor of Political Science (2002), Vice President for Academic Affairs and Dean of Faculty (2005)

Margo S. Long, M.A.T., B.A., Whitworth College, Associate Professor of Education and Director, Center for Gifted Education and Professional Development (1978)

Susan L. Mabry, Ph.D., University of California, Irvine, M.S., University of Southern California, B.S., California State University-Fullerton, Associate Professor of Computer Science (1999)

Diane Dempsey Marr, Ph.D., M.A., University of Idaho, B.A., San Jose State University, Professor of Education (1996)

Terence P. McGonigal, Ph.D., M.Div., Fuller Theological Seminary, B.A., University of California, Dean of the Chapel/Campus Pastor (1994)

James B. McPherson, Ph.D., M.A., Washington State University, B.A., Idaho State University, Assistant Professor of Communication Studies (2001)

Scott McQuilkin, Ph.D., The Pennsylvania State University, M.Ed., B.A., Whitworth College, Professor of Kinesiology (1985), Athletics Director (1996)

Randall B. Michaelis, Ph.D., Washington State University, M.Ed., Eastern Washington University, B.A., Whitworth College, Professor of Education (1985)

Arlin C. Migliazzo, Ph.D., Washington State University, M.A., Northern Arizona University, B.A., Biola University, Professor of History (1983)

Roger L. Mohrlang, D.Phil., University of Oxford, M.A., Fuller Theological Seminary, B.S., Carnegie Institute of Technology, Professor of Theology (1978)

Sharon H. Mowry, Ph.D., Gonzaga University, M.A., Fresno Pacific College, B.S., Portland State University, Associate Professor and Director, Graduate Studies in Education (2000), Associate Professor of Education (2007)

Adam Neder, Ph.D. candidate, M.Div., Princeton University, B.A., Covenant College, Assistant Professor of Theology (2004)

Leonard A. Oakland, Ph.D., Washington State University, M.A., University of California, Berkeley, B.A., Westmont College, Professor of English (1966)

Deanna Dahlke Ojennus, Ph.D., University of Colorado at Boulder, B.S., Pacific Lutheran University, Assistant Professor of Chemistry (2005)

Pamela Corpron Parker, Ph.D., University of Oregon, M.A., Middlebury College, M.A., Eastern Washington University, B.A., Whitworth College, Associate Professor of English (1997)

Donna Pierce, Ph.D. Washington State University, M.S., Eastern Washington University, M.A.T., Gonzaga University, B.A., University of Illinois at Urbana, Associate Professor of Mathematics (2001)

David Pomante, M.Ed., B.A., Whitworth College, Assistant Professor of Kinesiology, Assistant Football Coach (2004)

Finn R. Pond, Ph.D., M.S., Oregon State University, B.S., Biola University, Professor of Biology (1989)

Ron L. Prosser, Ed.D., University of Arizona, M.Ed., Whitworth College, B.A., Whitworth College, Associate Professor of Education (2000)

Ronald K. Pyle, Ph.D., M.A., University of Washington, M.A., Fuller Theological Seminary, B.A., Washington State University, Associate Professor of Communication Studies (1988)



Tammy R. Reid, Ph.D., Washington State University, M.A., Eastern Washington University, B.A., Whitworth College, Associate Professor of Education and English (1971), Associate Dean for Academic Affairs (1988), Acting Chief Academic Officer and Dean of Faculty (1996), Vice President for Academic Affairs and Dean of Faculty (1998), Associate Professor of English (2005)

Rebekah Rice, M.A., University of Wisconsin-Milwaukee, B.A., Seattle Pacific University, Associate Professor of Philosophy (2005)

Russell J. Richardson, Ed.D., Washington State University, M.A., California State University, Fresno, B.S., Western Montana College, Associate Professor of Kinesiology (1988)

Tami H. Robinson, M.L.S., San Jose State University, M.S., California Polytechnic State University, B.S., University of California, Davis, Associate Professor, Library (2000)

Claudio Robles, Ph.D., University of California, Davis, M.A., B.A., University of Santiago de Chile, Assistant Professor of Spanish (2004)

Andrea Saccoccio, M.Div., Fuller Theological Seminary, B.A., Western Maryland College, Assistant Chaplain (2002)

Brad Sago, Ph.D., United States International University, M.S., Indiana University, M.B.A., B.A., Azusa Pacific University, Associate Professor of Business (2002)

Todd Sandberg, M.S., Boise State University, B.A., Pacific Lutheran University, Instructor of Kinesiology, Assistant Athletic Trainer and Director of the Fitness Center, Assistant Professor in Kinesiology (2001)

Barbara Sanders, Ed.D., Washington State University, M.I.T., Whitworth College, B.S., Montana State University, Professor of Education (1997), Associate Dean of Instruction (2005)

Kamesh Sankaran, Ph.D., M.S., M.A., Princeton University, B.S., Illinois Institute of Technology, Assistant Professor of Physics (2004)

Michael Sardinia, Ph.D., D.V.M., Washington State University, B.S., Whitworth College, Assistant Professor of Biology (2003)

Steve Schadt, M.S., West Virginia University, B.A., Whitworth College, Assistant Professor of Kinesiology, Swim Coach (2003)

Richard E. Schatz, Ph.D., M.A., University of Hawaii, B.A., University of Washington, Professor of Economics (1989)

Judith A. Schoepflin, D.M.A., North Texas State University, M.Mus., B.Mus., University of Idaho, Associate Professor of Music (1988)

Bendi Benson Schrambach, C.Phil., M.A., University of California, Los Angeles, B.A., Pepperdine University, Assistant Professor of French (2001)

Toby C. Schwarz, Ph.D., M.Ed., B.A., Washington State University, Associate Professor of Kinesiology, Head Track and Field Coach (1996)

Gerald L. Sittser, Jr., Ph.D., University of Chicago, M.Div., Fuller Theological Seminary, B.A., Hope College, Professor of Theology (1989)

Corliss K. Slack, D.Phil., Balliol College, Oxford University, M.A., University of South Carolina, B.A., Trinity College, Professor of History (1989)

Carol J. Smucker, Ph.D., University of Michigan, M.A., Middlebury College, France, B.A., Goshen College, Associate Professor of French (1997)

Dale E. Soden, Ph.D., M.A., University of Washington, B.A., Pacific Lutheran University, Professor of History, Director of Continuing Studies (1986), Director of C. Davis and Annette Weyerhaeuser Center for Christian Faith & Learning, Special Assistant to the President for Strategic Planning (1996), and Executive Assistant to the President (2006)

Melissa P. Sprenkle, Ph.D., M.A., University of Tennessee, B.A., University of Louisville, Assistant Professor of English (2003)

Dennis W. Sterner, Ed.D., University of Montana, M.Ed., B.S., Millersville University of Pennsylvania, Professor of Education, Dean of the School of Education (1988)

Dana Stevens, Ph.D. candidate, M.Ed., University of Washington, B.S., Lesley College, Assistant Professor of Education (2007)



Karen A. Stevens, Ph.D., M.A., Rice University, B.S., Marquette University, Professor of Chemistry (1995)

Richard E. Stevens, Ph.D., Rice University, B.S., California State University, Fullerton, Associate Professor of Physics and Chemistry (1998)

Kathleen Harrell Storm, Ph.D., M.A., Fuller Theological Seminary, M.S., Indiana University, B.A., Wheaton College, Associate Professor of Psychology (1982), Vice President for Student Life and Dean of Students (1992)

Richard Strauch, D.M.A., Yale University School of Music, B.Mus., Wheaton College Conservatory of Music, Associate Professor of Music (1997)

Julia K. Stronks, Ph.D., University of Maryland, J.D., University of Iowa, College of Law, B.A., Dordt College, Professor of Political Science (1994)

Douglas I. Sugano, Ph.D., M.A., University of California, Los Angeles, B.A., University of California, Berkeley, Professor of English (1988)

Raja S. Tanas, Ph.D., Michigan State University, M.A., B.A., American University of Beirut, Professor of Sociology (1983)

Ann Teberg, Ed.D., Washington State University, M.Ed., Whitworth College, B.A., Washington State University, Associate Professor of Education and Director of Student Teaching (2002)

Adrian Teo, Ph.D., M.A., University of Minnesota, B.A., Oregon State University, Associate Professor of Psychology (1997)

Jason Tobeck, M.A., B.A., Whitworth College, Assistant Professor of Kinesiology and Assistant Football Coach (2000)

Anne Trefry, M.S., B.S., Colorado State University, Instructor of Mathematics (2004)

Diana Trotter, Ph.D., M.A., University of California, Berkeley, A.B., Cornell University, Associate Professor of Theatre (1994)

Craig B. Tsuchida, Ph.D., University of California, Santa Cruz, M.A., B.S., University of California, Los Angeles, Associate Professor of Biology (1996)

Peter A. Tucker, Ph.D. Candidate, OGI School of Science and Technology at Oregon Health and Science University, B.S., Whitworth College, Associate Professor of Computer Science (2003)

Deborah L. Tully, M.Ed., University of San Diego, A.C., Administrative Certificate, Portland State University, Director of Degree Completion, Elementary Teacher Certification Program (1997)

John R. Tully, M.Ed., University of San Diego, B.A., Azusa Pacific University, Associate Professor and Head Football Coach (1995)

Patrick Van Inwegen, Ph.D., M.A., Loyola University Chicago, B.A., Gonzaga University, Assistant Professor of Political Science (2006)

Jo Ann Wagstaff, B.S., Washington State University, Instructor of Kinesiology and Assistant Athletics Director (1998)

James E. Waller, Ph.D., University of Kentucky, M.S., University of Colorado, B.S., Asbury College, Professor of Psychology (1989)

Gordon C. Watanabe, Ed.D., Washington State University, M.Ed., B.A., Whitworth College, Professor of Education (1992)

Rodney E. Wecker, M.I.T., Whitworth College, B.A., Metropolitan State College of Denver, Instructor of Kinesiology and Assistant Men's Basketball Coach (1999)

Noel R. Wescombe, Ph.D., M.S., University of California, Davis, B.S., California Polytechnic State University, Associate Professor of Psychology (1994)

Kirk R. Westre, Ph.D., Gonzaga University, M.S., University of Oregon, B.A., Pacific Lutheran University, Associate Professor of Kinesiology, Assistant Football Coach (1995)

Nancy Virginia Whitehouse, Ph.D., M.A., University of Missouri School of Journalism, B.A., Samford University, Associate Professor of Communication Studies (1996)

Noelle S. Wiersma, Ph.D., Southern Illinois University, Carbondale, M.A., University of Nevada, Las Vegas, B.A., Whitworth College, Associate Professor of Psychology (2000)

Betty Fry Williams, Ph.D., University of Kansas, M.A., B.A., Western Michigan University, Professor of Education (1998)

Gordon R. Wilson, M.F.A., Fort Wright College, B.S., Portland State University, Associate Professor of Art (1979)

Keith Wyma, Ph.D., M.A., University of Notre Dame, B.A., Calvin College, Associate Professor of Philosophy (1998)

John C. Yoder, Ph.D., Northwestern University, M.Div., Mennonite Biblical Seminary, B.A., Goshen College, Professor of Political Science (1980)

### Visiting Faculty

Mauro C. Amor, Ph.D. Candidate, M.A., University of Washington, M.A., B.A., Universidad Nacional de la Plata, Argentina, Visiting Assistant Professor of Economics (2004)

David Asplin, D.M.A., M.A., University of Michigan, B.Mus., Pacific Lutheran University, Visiting Assistant Professor of Music (2004)

Linda Buff, M.Ed., Whitworth College, B.A., University of California, San Diego (2005)

O.J. Cotes, M.A., Whitworth College, B.A., Eastern Washington University, Visiting Associate Professor of Education (2002)

Elizabeth Desnoyers-Colas, Ph.D., M.A., Regent University, B.A., Central Washington University, Visiting Assistant Professor of Communication Studies (2004)

Andrea L. Donahoe, Ph.D. Candidate, University of North Carolina at Chapel Hill, B.A. Whitworth College, Visiting Assistant Professor of Psychology (2003)

Jamie Freidman, M.A., Portland State University, B.A., Whitworth College, Visiting Instructor of English (2002) and Modern Languages (2004)

Jack H. Gambill, M.A., B.A., Washington State University, Visiting Assistant Professor of Business (1999), Professor in School of Global Commerce & Management (2002)

C. Thomas Hillman, M.S., Miami University, Ohio, B.A., Western Washington University, B.A.Ed., Eastern Washington University, Visiting Assistant Professor of Physics (2004)

Peggy Johnsen, M.A., California State University, Northridge, B.A., University of Washington, Visiting Associate Professor of Education (2002)

George Kersul, M.A.T., Washington State University, B.A., Eastern Washington University, Visiting Assistant Professor of Mathematics (2002)

### Emeriti

Lewis F. Archer, Ph.D., Drew University, Professor Emeritus of English (1968-88)

Doris H. Banks, M.A., University of Southern California, M.S., Syracuse University, B.S., SUNY-Genesee, Associate Professor Emeritus, Library (1979-90)

F. Dale Bruner, Ph.D., University of Hamburg, M.Div., Princeton Theological Seminary, B.A. Occidental College, Professor Emeritus of Religion (1975-97)

Donald F. Calbreath, Ph.D., M.S., Ohio State University, B.S., North Texas State University, Associate Professor of Chemistry (1984)

Anna J. Carrell, M.M., A.A.G.O., Cincinnati Conservatory of Music, Professor Emeritus of Music (1937-64)

Pierrette C. Christianne-Lovrien, M.A., A.B.S., Whitworth College, Associate Professor Emeritus of French (1963-97)

A. Ross Cutter, Jr., Ed.D., University of California, Berkeley, Professor Emeritus of Physical Education (1958-91)

Harry Dixon, Ph.D., University of Illinois, Professor Emeritus of Business and Economics (1960-84)

R. Fenton Duvall, Ph.D., University of Pennsylvania, Professor Emeritus of History (1949-81)

Ernestine Evans, M.A., Washington State College, Associate Professor Emeritus of Business Education (1941-71)

Martin B. Faber, Ed.D., University of Wyoming, Associate Professor Emeritus of Education (1972-90)

Leslie J. Francis, Ed.D., University of Northern Colorado, M.A., B.A., Eastern Washington University, Associate Professor Emeritus of Education (1984-2002)

Ronald Frase, Ph.D., M.Th., Princeton Theological Seminary, B.Div., Fuller Theological Seminary, B.S., Wheaton College, Associate Professor Emeritus of Sociology and Latin American Studies (1973-90)

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Pat Stien, M.A.T., Whitworth College, B.A., Wheaton College, Associate Professor Emeritus of Theatre Arts (1966-92)

Thomas T. Tavener, D.M.A., M.A., B.A., University of Washington, Professor Emeritus of Music (1959-94)

George E. Weber, Ph.D., Gonzaga University, M.B.A., Harvard University, B.A., Whitworth College, Professor Emeritus of Economics & Business (1965-99)

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# The Whitworth Campus

## Academic, Administrative, Service and Support Facilities

**Aquatics Center:** The Aquatics Center, constructed in 1984-85 and updated in 1992, houses a six-lane, 25-yard competition pool with a moveable bulkhead, allowing for a warm-up pool in the shallow end. The university offers variety of classes, including water aerobics, kayaking, SCUBA and swimming, in the Aquatics Center. Lap and open-swim hours are available throughout the day and evening.

**Auld House:** The Sara Miller Auld House is home to Whitworth's human-resource services and payroll offices. Built around 1914, the house was originally the home of Sara Miller Auld, the daughter of one of the tenant farmers employed by Jay P. Graves, who donated the land for Whitworth. Auld was a 1925 graduate of Whitworth. The university bought Auld House in 1988 and converted it into offices.

**Harriet Cheney Cowles Memorial Library:** Originally constructed in 1948 in memory of the wife of Spokane publisher William H. Cowles, Sr., the library has been expanded twice, once in 1969 and again in 1993. The most recent expansion doubled the size of the building. The library's collection contains more than 200,000 books, periodical volumes, volume-equivalents on microfilm, recordings, and audiovisual media. The library belongs to the Western Library Network, providing access to bibliographic information from 350 libraries in addition to inter library loan services with those libraries. Student computer labs with Internet and e-mail access are located in the library, as are the instructional resources department, the instructional technology and media services department, the information systems department, and the Whitworth Writing Center.

**Cowles Memorial Auditorium:** Named in honor of Spokane publisher William H. Cowles, Sr., the auditorium, constructed in 1955 and refurbished in 1995, seats 1,250 people. Lectures, theatre, ballet, music performances and other events that take place in the auditorium throughout the year. The theatre department offices are also located in this building.

**Dixon Hall:** Constructed in 1955 and remodeled in 2000, Dixon Hall is named in memory of Grant Dixon, Sr., university trustee from 1940-49. It serves as one of the main classroom buildings on campus. Offices for the departments of education, Graduate Studies in Education, and psychology departments are located here.

**Facilities Services:** Constructed in the mid-1940s with additions in 1950 and 1956, the facilities services building contains a connected boiler room, shop room, HVAC and electrical shop; and an attached carpenter shop, paint shop, and general trades shop. The boiler stack reaches a height of approximately 65 feet.

**The Fieldhouse:** A gift from C. Davis Weyerhaeuser, university trustee from 1941 until his death in 1999, the fieldhouse was built in 1962. Facilities include a portable wood floor for basketball and volleyball, batting and pitching cages, a ballet loft, and indoor track-and-field facilities. The Dr. James P. Evans Athletic Training Center, including offices of the athletic-training program and athletic-training facilities, is also located in the fieldhouse.

**Fine Arts Building:** Constructed in 1966 and remodeled in 1988, this building houses the fine arts department offices, classrooms and art studios. Students, faculty and alumni display their artwork in the John Koehler Gallery, named in honor of this former professor of art for his 30 years of leadership at Whitworth. A new visual arts building is tentatively scheduled to open in 2008.

**Graves Gymnasium:** Graves Gymnasium is named in honor of Spokane realtor J. P. Graves, a trustee of Whitworth from 1914 to 1918, who donated the land on which Whitworth now stands. Graves Gym serves as the practice gym for the men's and women's basketball and volleyball teams. Athletics and kinesiology classes and some intramural activities also take place here. Many of the faculty offices for kinesiology & athletics are located here.

**Hawthorne Hall:** Purchased in 1998, this former elementary school features seven classrooms and two computer labs. It also houses the offices of continuing studies, institutional advancement, alumni, parent & church relations, university communications, The Whitworth Foundation, and The Whitworth Fund.

**Eileen Hendrick Hall:** For many years this structure, constructed in 1975, housed the offices of the student life division. It was remodeled in 1997 for classroom use and currently houses the health and counseling center.

**Hixson Union Building:** The Hixson Union Building was dedicated in 1998 in gratitude to Christina Hixson and the Ernst F. Lied Foundation Trust for supporting the construction of this beautiful student center, which stands on the site of the old Hardwick Union Building. Located in this building are the campus bookstore, post office, café, dining hall, Mind & Hearth Coffee House, lounge areas, game room, outdoor-recreation office, *Whitworthian* (campus newspaper) office, *Natsihi* (yearbook) office, and KWRS (radio station). The HUB also includes offices for the Associated Students of Whitworth University (ASWU), various student organizations, the dean of students, student employment, educational-support services, career services and residence life, as well as the learning- resource center and a number of meeting rooms.

**Eric Johnston Science Center:** Constructed in 1967, the science center was a gift from the Eric Johnston Foundation. Under a grant from the National Science Foundation, this facility was extensively renovated in 1998-99. All three science departments – biology, chemistry and physics – are located here, as are classrooms, labs, two greenhouses, and the recently renovated auditorium and lecture hall. The science center also houses the science library.

**Lindaman Center:** Constructed in 1946 and remodeled in 1980 and in 2004, the Lindaman Center bears the name of Edward B. Lindaman, university president 1970-80. The department of mathematics & computer science is housed in this building along with two computer labs dedicated to the computer science curriculum. In addition, the communications studies department offices are located here.

**MacKay Hall:** The onetime home of Rev. Donald D. MacKay, former Whitworth dean, president (1911-17) and chairman of the board of trustees (1914-17), now houses the office of admissions.

**McEachran Hall:** Constructed in 1952 and named in honor of Whitworth Board of Trustees Chairman William McEachran, 1923-59, this facility houses the administrative offices of the president, academic affairs, business affairs, the registrar, student accounting services, and financial aid.

**Music Building:** Constructed in 1977, the music building, dedicated to William H. Cowles, Jr., houses a recital hall, orchestra room, classrooms, music library, faculty offices, 17 practice rooms with pianos and a piano lab.

**Pine Bowl:** Whitworth's football and soccer teams practice and play home games here. In 1994, an all-weather track and other improvements were completed. Boppell Memorial Track is named in honor of the parents of Chairman of the Whitworth Board of Trustees Charles L. (Chuck) Boppell, '65.

**Scotford Fitness Center:** Constructed in 2000, this 4,200-square-foot facility provides state-of-the-art exercise facilities for students, faculty and staff.

**Seeley G. Mudd Chapel:** Constructed in 1979, the chapel was donated by the Seeley G. Mudd Foundation in recognition of Whitworth's commitment to the integration of faith and learning. The chaplain's staff offers midweek worship on Thursday mornings, Hosanna on Tuesday nights, and such services as may be requested by the university and community. The department of theology & philosophy is located here.

**Westminster/Alder Hall:** Constructed in 1946, Westminster houses the English department offices and classrooms. A beautiful courtyard, which blooms spring through fall, makes this a favorite meeting and study spot for majors and non-majors alike. Alder Hall was remodeled in 2004 to provide offices for the kinesiology & athletics department, the modern language department as well as the international education center.

**West Side Athletics Complex:** This athletics facility includes Diana Marks Softball Field and a complete men's and women's soccer facility. The fields include state-of-the-art scoreboards and a shared press box.

**Weyerhaeuser Hall:** In addition to housing seven classrooms, two computer labs, the Robinson Teaching Theater, and a conference room, this 33,000-square-foot facility is home to the School of Global Commerce & Management and the departments of political science, history, and sociology. Constructed in 2004, it is also a vital contact point between Whitworth and the larger community, through the work of the Weyerhaeuser Center for Christian Faith & Learning and the Regional Resource & Learning Center.

## Student Housing

[www.whitworth.edu/housing](http://www.whitworth.edu/housing)  
[housing@whitworth.edu](mailto:housing@whitworth.edu)

**Arend Hall:** Constructed in 1957 and remodeled in 1986, Arend Hall (named in honor of Albert Arend, Whitworth trustee from 1925-84) houses 93 women and 70 men on three floors.

**Baldwin-Jenkins Hall:** Baldwin-Jenkins, named for Estella E. Baldwin, registrar from 1935-70, and Marion R. Jenkins, dean of women from 1931-63, is predominantly a freshman residence hall. Eighty-nine women live in Jenkins and 71 men live in Baldwin, with a common lounge area separating the two wings. "BJ" was built in 1968.

**Ballard Hall:** Originally built in 1914, Ballard Hall burned to the ground in 1927 and was rebuilt and re-opened in 1928. Named for W. R. Ballard, a trustee from 1892-1912, this hall was originally an all-male dormitory. It is now a residence hall for 62 women and is the sister hall to McMillan (see below).

**Boppell Hall:** Constructed in 2001, Boppell Hall houses 84 mostly upper-division students in apartment-style suites that include two bedrooms, private bathrooms, and common living areas with kitchenettes and storage spaces. The residence hall was named in honor of Charles "Chuck" Boppell, '65, longtime chair of the board of trustees.

**Duvall Hall:** Opened in the fall of 2006, Duvall houses 160 students representing all four classes. Its unique four-bedroom "pods" house 6-10 students per unit. Each pod includes its own private living room and bathroom. Named in honor of Whitworth Professor Emeritus R. Fenton Duvall.

**McMillan Hall:** Constructed in 1913 and remodeled in 1987, McMillan Hall is Whitworth's original building, which housed all classrooms, offices, dormitory rooms and the dining hall. Once a female dorm, then a co-ed facility after the fire in which Ballard Hall was destroyed, "Mac" is now an all-male residence hall and is the brother hall to Ballard. Named for the Rev. Hugh H. McMillan, Whitworth trustee from 1907-31, McMillan houses 76 men.

**Schumacher Hall:** Constructed in 1971, Schumacher Hall served for many years as the health center on campus. It was remodeled in 2000 to serve as a residence hall. Schumacher now houses 23 women.

**Stewart Hall:** Constructed in 1963 and remodeled in 1988, Stewart was named in honor of the Rev. Calvin W. Stewart, Whitworth president from 1890-98. Stewart Hall houses 35 men and 35 women.

**The Village:** The Village, constructed in 1972, consists of four 20-student residence halls that offer all four classes a "home-like" experience. In fact, most of the rooms are singles.

**Warren Hall:** Constructed in 1952 and 1963 and remodeled in 1989, Warren was named in honor of Frank Warren, Whitworth president from 1940-63. Divided into three wings, East, South, and West, Warren Hall is home to over 200 students.

**Theme Houses:** Whitworth's extensive theme-house program provides upperclassmen students different living environments and leadership opportunities. Each residence is based on a proposal submitted by groups of students who then live in the house and host educational and/or service-oriented programs.

Whitworth University  
300 W. Hawthorne Road  
Spokane, WA 99251  
[www.whitworth.edu](http://www.whitworth.edu)

# INDEX

4-1-4 Calendar .....	5	Art .....	35
Academic Advising.....	20	Courses .....	39
Academic Calendar.....	6	Requirements.....	36
Academic Credit and Evaluation .....	23	Associated Student Body Fee .....	13
Academic Majors and Programs .....	9	Associated Students of Whitworth University .....	18
Academic Grievances .....	25	Athletic Training .....	129
Academic Honesty.....	24	Athletics .....	18
Academic Probation and Suspension ..	24	Au Sable Institute.....	54
Acceptance of Transfer Credits.....	26	Audit Fee .....	14
Accounting.....	70	Bachelor of Liberal Studies .....	225
Accreditation.....	5	Baseball (Varsity, Men) .....	131
Administration.....	267	Basketball (Varsity, Men and Women) .....	131
Admission .....	10	Behavioral Conduct Regulations .....	19
of Freshmen.....	10	Behavioral Probation and Suspension .....	19
of Honors Students.....	11	Bell Choir.....	172
of International Students.....	10	Biology .....	47
of Part-time Students.....	12	Courses .....	49
of Transfer Students .....	10	Requirements.....	48
Advanced Placement.....	11	Board of Trustees .....	276
Campus Visits and Interviews .....	12	Business Management.....	70
Deferred .....	12	Calendar (4-1-4) .....	5
Early Action Option.....	11	Campus Housing.....	17
Evaluation and Acceptance .....	11	Campus Map .....	285
Financial Aid.....	16	Campus Visits and Interviews .....	12
Regular Admission Option .....	11	Career Services /Student Employment .....	18
Adult Degree Programs/ Continuing Studies.....	225	Certification for Ministry .....	211
Organizational Management Degree Completion Program .....	226	Chamber Ensemble .....	172
Evening Teacher Certification ...	229	Changes in Academic Program .....	33
Bachelor of Arts in Elementary Education.....	229	Changes in Graduation Requirements.....	32
Bachelor of Liberal Studies.....	227	Changes in Registration.....	23
Advanced Placement Credit.....	11, 27	Chapel Program .....	17
Alternative Course Credit .....	27	Chemistry .....	55
American Studies .....	112	Courses .....	58
Application for Admission.....	10	Requirements.....	55
Application for Graduation.....	32	Chinese Language Courses.....	156
Aquatics Center .....	278	Choir .....	172
Areas of Concentration in Liberal Studies .....	227	Christian History and Doctrine.....	211
Program Management.....	228	Class Attendance .....	23
Social Services.....	228	Class Standing.....	23
Humanities .....	228	CLEP .....	27
Upside-down Degree .....	228	Council of Christian Colleges and Universities.....	124
Requirements.....	229	College Loan Funds .....	16



Communication Studies .....	62	Equal Opportunity Policy .....	28
Journalism Courses .....	64	Evaluation and Acceptance .....	11
Requirements.....	62	Excess Credit Fee .....	14
Speech Communication Courses ...	66	Exchanges/Study-	
Newspaper ( <i>Whitworthian</i> ).....	66	Abroad Opportunities .....	122
Radio Station (90.3 KWRS) .....	66	Faculty .....	269
Yearbook ( <i>Natsihi</i> ).....	66	Fees .....	13
Competency Exams		Field Studies.....	34
Modern Languages .....	30	Financial Aid .....	16
Math.....	31	Financial Information .....	13
Computer Labs .....	20	Fine Arts Courses.....	39, 206
Computer Science.....	138	Football (Varsity, Men) .....	131
Confidentiality .....	27	French.....	154
Continuing Studies .....	225	Freshman Application Process.....	10
Course Load .....	23	General Education Courses.....	105
Course Numbering System.....	33	General Requirements.....	29
Core/Worldview Studies.....	105	Geology Courses .....	183
Costs and Fees (2007-08) .....	13	German .....	160
Credit and Evaluation .....	23	Global Commerce & Management,	
Cross-Country (Varsity,		School of .....	69
Men and Women) .....	131	Courses .....	72
Cross-Cultural Studies .....	113, 186	Graduate Studies in Business.....	259
Deferred Admission.....	12	Golf (Varsity, Men and Women).....	131
Degree-Completion Courses.....	77	Grade Point Average .....	22, 32
Directed Studies .....	34	Grades and Quality Points.....	22
Directory Information.....	27	Graduate Studies in Education .....	234
Changes to Directory Information....	28	Admission Policies.....	242
Double Majors .....	32	Courses .....	244
Drama.....	204	Master in Teaching.....	254
Early Action Option .....	11	Master of Arts in Teaching	
Economics & Business .....	69	Degree Requirements .....	240
Business-Management Courses .....	72	Master of Education Degree .....	234
Economics Courses .....	76	Health Professions, Preparation for..	107
Requirements.....	69	Nursing.....	174
Education, School of.....	80	Pre-Chiropractic .....	107
Center for Gifted Education		Pre-Dentistry .....	108
and Teacher Enrichment .....	86	Pre-Medicine .....	107
Certification Requirements .....	81	Pre-Med Tech.....	108
Graduate Studies in Education .....	234	Pre-Pharmacy .....	108
Teacher Education		Pre-Physical Therapy .....	109
(Undergraduate) .....	81	Pre-Veterinary .....	109
Undergraduate Courses .....	87	Heritage .....	4
Post-Baccalaureate Certification .....	86	History .....	110
Educational Principles.....	7	Courses .....	115
Educational Support Program.....	17	Requirements.....	110
Learning and Physical Disabilities ..	17	History of Whitworth University.....	4
English .....	94	Hixson Union Building.....	279
Courses .....	98	Honors .....	24
Requirements.....	94	Honors Admission .....	11
English for International Students.....	121	Humanities Courses .....	98
Courses .....	122	Independent Studies .....	34

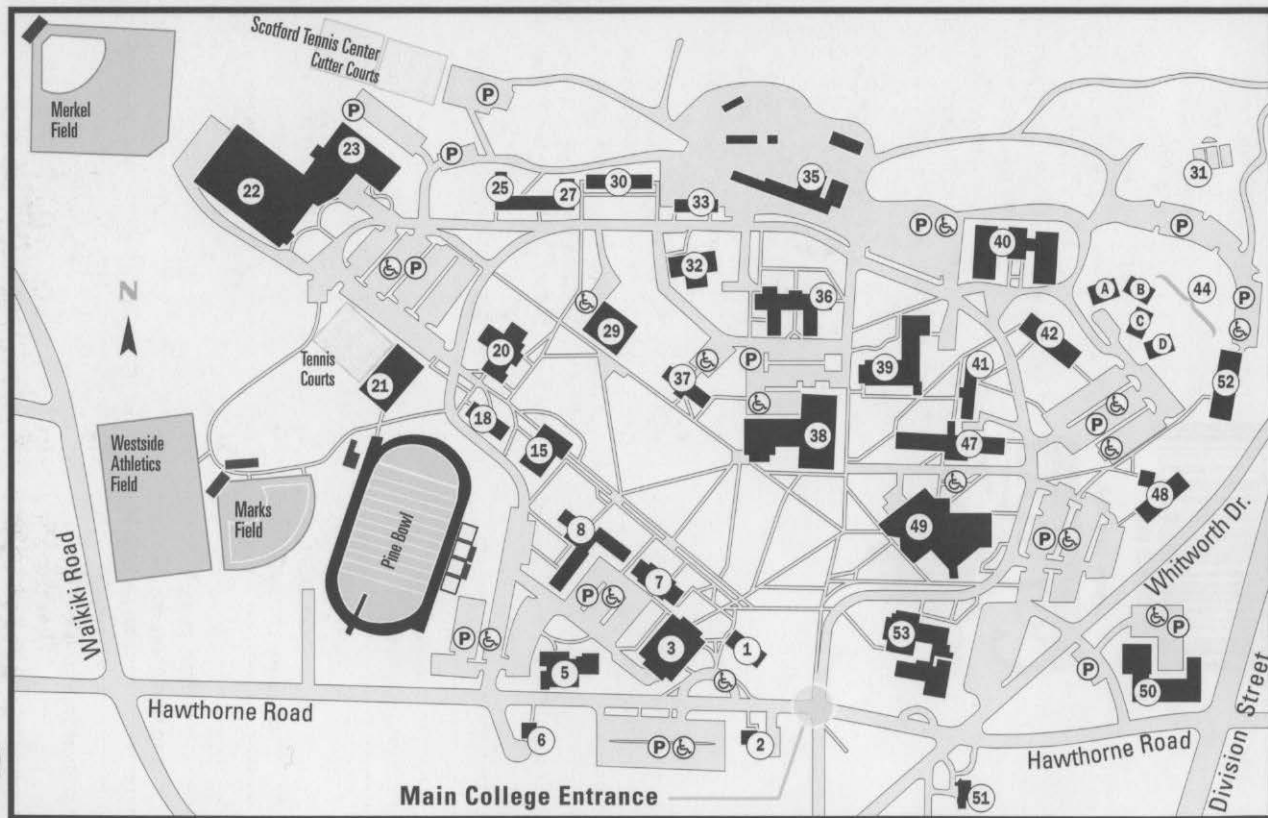


Instructional Resources .....	20	Military Science/ROTC.....	149
Intercollegiate College of Nursing ...	174	Courses .....	150
International Baccalaureate .....	27	Extracurricular Activities .....	150
International Business.....	70	Fees, Uniforms and Texts .....	150
International Education Center .....	121	Financial Assistance,	
International Management Graduate		Scholarships .....	150
Program .....	259	Ministry Certification .....	213
International Student		Mission .....	4
Application Process .....	10, 262	Modern Languages.....	154
International Student		Chinese Courses .....	156
Exchange Program .....	124	French Courses .....	157
International Studies .....	113, 187	German Courses.....	160
Internships .....	34	Japanese Courses .....	160
Jan Term Abroad .....	122	Modern Language Courses .....	156
Japanese Language Courses.....	160	Spanish Courses .....	161
Jazz Ensemble .....	172	Requirements.....	154
Journalism.....	63	Music.....	164
Kinesiology & Athletics .....	128	Class Lessons.....	172
Kinesiology Courses.....	132	Music Courses .....	168
Requirements.....	128	Performance Ensembles .....	172
Varsity Sports.....	131	Private Lessons.....	172
Leadership Studies Program .....	135	Requirements.....	164
Leadership Studies Courses .....	137	Normal Progress/Financial Aid .....	16, 25
Requirements.....	135	Northwest Conference .....	18
Learning Resource Center		Nursing .....	174
(Study Skills).....	21	Courses .....	176
Liberal Studies Degree .....	227	Requirements.....	175
Humanities .....	228	ICN.....	174
Program Management.....	228	Nutrition Course .....	58
Library.....	20	Organizational Management.....	77, 226
Lower-Division .....	33	Part-Time Student Admission .....	12
Majors and Programs .....	9	Pass/No Credit Grading Option .....	22
Marketing .....	71	Peace Studies.....	188
Master in Teaching .....	254	Performance Ensembles.....	172
Courses .....	255	Philosophy.....	211
Master of Arts in Teaching .....	240	Physical Education .....	128
Courses .....	244	Physics.....	179
Master of Business Administration ..	260	Engineering Courses .....	183
Courses .....	264	Geology Courses.....	183
Master of International		Natural Science Courses .....	184
Management .....	260	Physics Courses .....	183
Courses .....	264	Pre-Engineering.....	182
Mathematics & Computer Science ....	138	Requirements.....	179
Computer Science Courses .....	145	Piano Accompanying.....	173
Computer Science		Policies and Regulations.....	19
Honors Program.....	142	Political Science.....	186
Mathematics Courses .....	143	Courses .....	190
Requirements.....	138	Pre-Law Program.....	190
May Term Abroad .....	127	Requirements.....	186

Preparation for Health Professions	Theology & Philosophy .....	211
Nursing .....	Certification for Ministry .....	213
Pre-Chiropractic .....	Philosophy Courses .....	219
Pre-Dentistry .....	Theology Courses .....	214
Pre-Medicine .....	Requirements .....	212
Pre-Med Tech .....	TOEFL .....	10
Pre-Pharmacy .....	Track and Field	
Pre-Physical Therapy .....	(Varsity, Men and Women) .....	131
Pre-Veterinary .....	Transcript Request .....	14
Presbyterian Church (U.S.A.) .....	Transcript Fee .....	14
President's Welcome .....	Transfer Application Process .....	10
Private Music Lessons .....	Transfer Credit .....	26
Psychology .....	Transfer Policy .....	26
Courses .....	Tuition .....	13
Requirements .....	Undergraduate Programs .....	35
Readings .....	Upper-Division .....	33
Refund Policy .....	Varsity Sports .....	131
Requirements for Graduation .....	Veterans .....	27
Residency .....	Volleyball (Varsity, Women) .....	131
Room and Board .....	Whitworth, George .....	4
ROTC .....	Wind Symphony .....	172
Rules and Regulations .....	Withdrawal .....	15, 25
Second Degree .....	Women's Choir .....	172
Semesters Abroad .....	Women's Studies Program .....	222
Sexual Harassment Policy .....	Courses .....	223
Soccer (Varsity, Men and Women) .....	Requirements .....	222
Sociology .....	Worldview Studies/Core .....	105
Courses .....	Writing Center .....	21
Requirements .....		
Softball (Varsity, Women) .....		
Spanish .....		
Special Course Fees .....		
Special Course Numbers .....		
Speech Communication .....		
Spiritual Development .....		
String Orchestra .....		
Student Life and Services .....		
Study-Abroad Opportunities .....		
Study Skills .....		
Summer Term Abroad Programs .....		
Swimming (Varsity, Men and Women) .....		
Teaching Assistantship .....		
Tennis (Varsity, Men and Women) .....		
Theatre .....		
Courses .....		
Private Lessons .....		
Requirements .....		
Theatre Production .....		



# The Whitworth Campus



Alder Hall .....	25	Covles Auditorium .....	3	Hawthorne Hall — Continuing Studies .....	50	Music Building .....	5	Village (Akili) .....	44A
Aquatics Center .....	23	Dixon Hall — Education .....	7	Hendrick Hall — Health Center .....	41	Physical Plant .....	35	Village (Tiki) .....	44B
Arend Hall .....	47	Hoxson Union Building (HUB) .....	52	Lincoln Hall .....	33	Pirates Cove Shelter .....	31	Village (Shalom) .....	44C
Auld House — Human Resource Services .....	6	Eric Johnston Science Center .....	39	Lindaman Center .....	37	President's House .....	51	Village (Keela) .....	44D
Baldwin-Jenkins Hall .....	40	Fieldhouse .....	22	McEachran Hall — Administration .....	1	Schumacher Hall .....	32	Warren Hall .....	8
Ballard Hall .....	18	Fine Arts Building .....	36	MacKay Hall — Admissions .....	2	Scottford Fitness Center .....	22	Westminster Hall .....	27
Beyond Hall .....	30	Graves Gym .....	21	McMillan Hall .....	20	Sealey G. Mudd Chapel .....	15	Weyerhaeuser Hall .....	29
Boopell Hall .....	48	Harriet Cheney Covles Memorial Library .....	38			Stewart Hall .....	42		